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ABSTRACT

This document contains standards and guidelines for postsecondary education student services and student development programs. The stated expectations are that all institutions with minimally acceptable student services, student development programs, or professional preparation programs must be able to satisfy the Council for the Advancement of Standards for Student Services/Development Programs (CAS's) requirements; and that guidelines should be viewed as examples and suggestions that are consistent with CAS's definition of appropriate, effective professional practice or professional preparation. These topics are addressed: (1) academic advising; (2) career planning and placement; (3) college unions; (4) commuter student programs and services; (5) counseling services; (6) disabled student services; (7) fraternity and sorority advising; (8) housing and residential life programs; (9) learning assistance programs; (10) minority student programs and services; (11) recreational sports; (12) religious programs; (13) research and evaluation; (14) student activities; (15) student orientation programs; and (16) judicial programs and services. In the discussion of each of the 16 topics, the categories of mission, program, organization and administration, human resources, funding, facilities, campus and community relations, ethics, and evaluation are included. Preparation standards and guidelines at the master's degree level for student services/development professionals in postsecondary education are also included. (ABL)

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CAS Standards and Guidelines for Student Services/ Development Programs

CAS Standards and Guidelines for Student Services/ Development Programs

Council for the Advancement of Standards for Student Services/Development Programs

Consortium of Student Affairs Professional Organizations
April 1986

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Table of Contents

Foreword vii
Preface ix
CAS Member Associations xi
CAS Officers xi
CAS Board of Directors and Alternate Directors xi
Introduction 1
General Standards 5
Functional Area Standards and Guidelines
- Academic Advising 9
- Career Planning and Placement 13
- College Unions 19
- Commuter Student Programs and Services 25
- Counseling Services 31
- Disabled Student Services 37
- Fraternity and Sorority Advising 43
- Housing and Residential Life Programs 49
- Judicial Programs and Services 55
- Learning Assistance Programs 61
- Minority Student Programs and Services 67
- Recreational Sports 73
- Religious Programs 79
- Research and Evaluation 85
- Student Activities 89
- Student Orientation Programs 95

Preparation Standards and Guidelines at the Master's Degree Level 101
Appendix: Non-CAS Standards 111

Foreword

As a charter member of the Advisory Committee on Self-Regulation Initiatives of the American Council on Education, I have observed with increasing delight during the past seven or so years the accelerating pace of self-regulation in American higher education. Stimulated initially, at least in part, by the threat of increased federal intervention, the movement has nurtured in recent years the predominance of other, more positive motives. I know of no better example of the latter than the work of the Council for the Advancement of Standards for Student Services/Development Programs (CAS) outlined herein.

Stimulated primarily, as far as I know, by a laudable desire to enhance the quality of student services and student development programs, CAS has moved ahead commendably on its own to set forth standards and guidelines for professional practice. In doing so, CAS not only has established the "student affairs" profession as a leader in the self-regulation movement, but also has encouraged other higher educational organizations to go and do likewise.

As a college president, I am indebted to CAS for thus providing me so unusual a statement of specific program missions and so useful a framework for campus evaluation. I am confident that when this book of standards and guidelines has been widely distributed by ACT my colleagues on other campuses will feel the same way, even if they happen to disagree with the particulars of any of them. Who knows? Thereby might *all* college and university presidents come to appreciate even more than many of them now do the "extras" inherent in the cocurricular activities of student services/student development personnel!

So, I commend CAS for development of this milestone volume and ACT for its distribution—and I urge my counterparts everywhere to:

study these standards and guidelines,
see that they are used in institutional administration, and
suggest improvements based on use for future editions.

I certainly intend to do so.

Jim Vickrey
President, University of Montevallo

Preface

The standards and guidelines presented herein represent over six years of concerted effort by several hundred higher education student services and student developmental program professionals across the United States representing twenty-two professional associations. The collaborative approach used to create these standards and guidelines reflects a profession-wide determination to establish criteria to guide the professional practice and preparation of student services, student affairs, and student development program personnel in post-secondary institutions of higher learning. Whether for purposes of program development, accreditation self-study, staff development, program evaluation, or making comparisons across institutions, these standards and guidelines represent the most current thinking and considered judgment of those primarily responsible for the cocurricular life and educational experiences of college students. They reflect elements of form, substance, and philosophy that are essential to excellence in the quality of student life. Chief administrative officers are encouraged to consider them carefully in relation to their particular academic community.

This initial set of professional standards and guidelines would never have been possible had it not been for the diligent and thoughtful effort provided by the Council for the Advancement of Standards for Student Services/Development Programs' (CAS) Board of Directors who represented their respective professional associations so well. Likewise, the twenty-two CAS member organizations that provided leadership and supported the council's work over the past several years deserve much credit for funding the council's activities, appointing to it well qualified and highly energetic representatives, organizing teams to generate proposed standards for the council to consider, and providing a sustaining commitment to the establishment of the standards and guidelines for the profession. Each of these member associations and their respective representatives are recognized elsewhere as are the four public directors who gave freely of their time and effort to the project.

From the beginning the council received recognition and encouragement from the American Council on Education (ACE) and the Council on Postsecondary Accreditation (COPA). The consultation, insight, and important contacts obtained from these councils were invaluable to CAS. The fact that these nationally prominent bodies sent official observers to our early meetings gave council members an increased sense of purpose and dedication that was very important, especially in the beginning when we were seeking clarity of purpose and direction.

Over the years the council has received great support from members of the profession-at-large. These professionals helped to generate content material, carefully reviewed various drafts, and gave thoughtful comment on the developing standards and guidelines. In some instances the council sought, for review purposes, recourse consultants with high levels of expertise in specific functional areas, while in others the profession-at-large was invited to respond. The council has never been disappointed in the willingness of practitioners and experts alike to share their considered judgment about the standards and guidelines. At one point or another during the standards development process, CAS has received reviews and recommendations from over 1,000 professional practitioners who took time and energy to read the drafts and share their comments with the council. Each recommendation was carefully considered and many were incorporated into the standards and guidelines presented herein. The development of the *CAS Standards and Guidelines* has been, indeed, a profession-wide collaboration.

The council received a resounding vote of confidence from The American College Testing Program (ACT) when ACT joined CAS in publishing this document and disseminating two copies to every college and university in the United States, one to the chief administrative officer and one to the chief student affairs officer. Additional copies have been made available at cost to CAS member organizations to be made available to their members. Although CAS holds the copyright to the standards and guidelines, it authorizes and encourages professional associations and institutions of higher learning to reproduce and disseminate copies to their constituents. The primary goal of both CAS and ACT in this matter is to make the standards and guidelines available to the profession-at-large. The council wishes to take this opportunity to officially thank The American College Testing Program for making this publication possible.

As noted, many hands have been involved in the creation of the standards and guidelines. Special recognition, however, must be given in several instances. Lynne D. Battle deserves special recognition for her considerable work with the CAS Executive Committee. Although she resigned her post as CAS Treasurer last year when she decided to begin her family, she has continued to be of great support by reviewing and editing standards and guidelines during the final phase. H. R. Kells, a Public Director, has been especially helpful in guiding the council's thinking about document format and terminology as well as assisting the council to understand better the processes of institutional self-study and accreditation. Three University of Maryland graduate students—Sandra Leong, Meredith Strohm, and Karen Bauer—deserve recognition for their help as does the secretarial staff of that institution's Vice-Chancellor for Student Affairs office for the work they have done to get the standards and guidelines into final draft form, a painstaking and time-consuming task at best. Janet Greenwood, President of Longwood College in Farmville, Virginia, has earned our thanks for making Longwood House, her home, available to the executive committee during the late days in July when we completed the final phases of editing the standards and guidelines and getting the manuscript ready for publication. Finally, we wish to thank Dr. James Vickrey, President of the University of Montevallo and Chairperson of the ACE Committee on Self Regulation Initiatives, for his willingness to write the foreword to this publication.

It is with great feelings of both honor and humility that we present these standards and guidelines for student services and student development programs to you for your professional judgment and use. They represent a profession-wide effort and, although they will be revised many times in the years to come, they reflect the current status of our field of endeavor, a field committed to creating the highest quality of educational life and academic excellence possible in institutions of higher learning.

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Introduction

The past fifteen years have witnessed a proliferation of efforts by various groups to establish standards for professional preparation and practice, licensure and certification, and guidelines for the delivery of services and developmental programs. As a result, there has been significant progress in codifying standards and guidelines for noneducational settings. With a few noteworthy exceptions, however, the establishment and acceptance of such standards for professionals working on college campuses have lagged far behind. There also have been no widely accepted standards for graduate preparation of those who organize and deliver student services and student development programs. These limitations have been particularly acute when viewed in light of expanding public concern for accountability in higher education.

A traditional means for enhancing self-regulation and use of minimal standards of practice in higher education has been the accreditation process with its reliance on self-study as a central dimension. The Council for the Advancement of Standards for Student Services/Development Programs (CAS), through this document, has taken the first nation-wide step in the broad arena of student services and student development programs to provide the ability to achieve two of the three goals embraced by the Council on Postsecondary Accreditation (COPA, 1985): to foster excellence in postsecondary education through the development of uniform national criteria and guidelines for assessing educational effectiveness, and to encourage improvement of institutions and programs through continuous self-study and planning.

While CAS does not intend to accredit programs, that is, to assure the public about institutional quality through evaluation visits and a listing of worthy programs (the third goal of the COPA accreditation schema), it does intend that its standards be used by institutions undergoing regional accreditations, and thereby to achieve an important additional impact nationwide.

Development and Utilization of Standards and Guidelines

The Council for the Advancement of Standards for Student Services/Development Programs was established "for the purpose of improving and advancing student development services and educational opportunities in postsecondary education institutions" (CAS Bylaws, 1979) and to promote cooperative interassociational efforts. At the invitation of a joint task force of the American College Personnel Association (ACPA) and the National Association of Student Personnel Administrators (NASPA), a meeting of representatives of interested professional associations was held in Alexandria, Virginia, on June 9-10, 1979. In September of that year the council was established formally, and articles of incorporation as a not-for-profit organization were filed in Washington, DC. Full membership with voting privileges on the Council Board of Directors was opened to national professional associations related to student services and student development programs. Nonvoting associate membership was provided to regional associations and accrediting associations concerned with student services and student development programs. In addition, two public directors were appointed. Each member association was authorized to appoint two representatives to the board, a director and an alternate director. Each voting association and public director was allotted one vote. CAS has twenty member associations, two associate member associations, and two public directors.

CAS pursued three goals. The first was to establish, adopt, and disseminate two types of standards and guidelines, one for student services and student development programs, and the other for the preparation of professional practitioners for the field.

The second goal was to assist professionals and institutions in the utilization and implementation of these standards and guidelines for the evaluation and improvement of student services and development programs and professional preparation programs.

Third, CAS strove to establish a system of regular evaluation of standards and guidelines to keep pace with the changing needs and practices of the profession. This evaluation was intended to result in periodic amendments and dissemination of updated standards and guidelines.

The CAS Standards and Guidelines are intended to serve as program development and evaluation systems and self-study and self-assessment tools. Their application for purposes of self-study can be instrumental in enhancing professional growth and development of student affairs and other student services personnel in their respective units, enhancing staff morale and productivity by analyzing organizational priorities, responsibilities, and goals, and providing guidelines for program planning.

Process Used in Developing Standards and Guidelines

The process used in formulating the standards and guidelines has involved a wide array of professional associations, individual professionals, consultants, and public-sector representatives. Both the general standards and the functional area standards and guidelines are the result of numerous drafts and redrafts by various CAS committees and input provided by other professionals who reviewed these drafts. The process for functional area standards and guidelines, presented chronologically, entailed the following:

1. Member associations of CAS identified areas in which standards were needed.
2. Member associations submitted drafts of standards for areas in which they had an interest and/or expertise.
3. All drafts for a particular functional area were assigned to committees, composed of three or more knowledgeable CAS directors, for creation of a single, unified document.
4. "Unified" drafts of functional area standards and guidelines were submitted to the CAS Executive Committee for editing, revision, and consolidation.

5. These drafts were circulated widely through member associations for comment and the Executive Committee proposed appropriate revisions.
6. The council then adopted each standard and guideline statement for public dissemination and comment by at least a two-thirds affirmative vote of the authorized voting board.
7. "Adopted" functional area standards and guidelines were submitted to two or more nationally recognized experts in the area and widely circulated within the profession and the broader higher education community for comment and suggested revisions. Member associations were requested to establish internal mechanisms to disseminate and review standards and to propose alterations.
8. Suggestions for revision were submitted to the executive committee for consideration. It evaluated amendment proposals and recommended changes to the council. The council then decided whether or not to amend the standard or guideline. (A two-thirds vote was required to amend.)

Providing Comments and Proposals for Revisions

Throughout the development of the standards and guidelines statements, CAS has striven to be open to and inclusive of all individuals and associations expressing an interest in their content or development process. It is the intention of CAS to continue this policy of seeking involvement from all related sources, as well as giving careful consideration to all relevant suggestions.

An update and revision of this document is planned to begin in 1988, with a second edition scheduled in 1990. Additional standards and guidelines will likely be adopted in the interim. Comments and proposed revisions or additions, including rationale, should be sent to: Secretary to the Council for the Advancement of Standards, c/o Vice Chancellor for Student Affairs, 2108 North Administration Building, University of Maryland, College Park, Maryland 20742. Suggestions for the development of standards for other areas of student services and development programs are also welcome.

References

Council for the Advancement of Standards for Student Services/Development Programs. (1979). *Bylaws*. Washington, DC.

Council on Postsecondary Accreditation (COPA). (1984). *The balance wheel for accreditation*. Annual Directory. Washington, DC: Author.

How to Interpret This Document

This document contains both **standards** and **guidelines.** It is important that users understand the difference between the terms.

Standards. Standards specify the minimum essential elements expected of any institution and its student services and student development programs. Standards reflect requirements and thus use auxiliary verbs such as "shall" and "must." All institutions with minimally acceptable student services, student development programs, or professional preparation programs must be able to satisfy the requirements specified in applicable standards. In this document all standards are printed in **bold face type.**

Guidelines. Guidelines describe recommended, but not essential, elements of programs and practice. They are used to explain, amplify, or interpret the meaning of standards through the use of examples and more detailed explanations. Auxiliary verbs such as "should" and "may" are used in guidelines. Guidelines should be viewed as examples and suggestions that are consistent with the council's definition of appropriate, effective professional practice or professional preparation.

Important considerations for users

- Standards in functional areas are the essential components of an acceptable practice, not necessarily the ideal, most desirable, or best practice.
- Standards and guidelines were developed through a collaborative, consensus-seeking process among member associations.
- No particular organizational or administrative structure is presupposed or mandated. Standards and guidelines apply to all types of postsecondary institutions.
- The stipulation of specific educational credentials for staff members, staff-student ratios, or square footage of facilities are used sparingly, and when stated appear as guidelines, rather than standards.

General and Functional Area Standards and Guidelines

General Standards. The General Standards must be used in conjunction with each functional area standards and guidelines. They apply to all student services and student development programs. Consequently, all functional area standards and guidelines must be read as continuations of the General Standards.

Functional Area Standards and Guidelines. Functional area standards and guidelines are specific to specialty areas within student affairs or within other institutional divisions. While all institutions should address the basic functional areas, consistent with the mission and structure of the institution, it should not be interpreted that separate offices or personnel are required for each area. For example, a college without student residence facilities or social fraternities and sororities would not be expected to address the Housing and Residential Life Programs or Fraternity and Sorority Advising standards and guidelines. In smaller institutions, some staff members will have responsibilities for several functional areas. In such cases the standards and guidelines for each functional area should still be addressed, even though separate administrative units do not exist for each area.

General Standards

Those using this document for the purposes of self-study or other program development are advised that the **General Standards** are those elements found in common to the several functional area standards and guidelines. While of potential utility as a stand-alone document, the **General Standards** are not so designed. These **General Standards** must be read with the functional area standards and guidelines addressing the following: **Academic Advising, Career Planning and Placement, College Unions, Commuter Student Programs and Services, Counseling Services, Disabled Student Services, Fraternity and Sorority Advising, Housing and Residential Life Programs, Judicial Programs and Services, Learning Assistance Programs, Minority Student Programs and Services, Recreational Sports, Religious Programs, Research and Evaluation, Student Activities, and Student Orientation Programs.**

Prepared by the Council for the Advancement of Standards for Student Services/Development Programs, 1986.

General Standards

The Council for the Advancement of Standards for Student Services/Development Programs (CAS) developed and adopted standards and interpretive guidelines for specific functional areas of student services/development programs within post-secondary educational institutions.

There are important General Standards that govern the activities of all student services/development programs. These General Standards are integral to each functional area. **Thus, each functional area standards and guidelines must be interpreted and applied in conjunction with the General Standards below.**

Since institutions vary in size, character, location, and type of students, the organization and nature of student services/development programs will vary. Accordingly, each specific standard and its related guidelines must be read and interpreted in the context of the unique characteristics of the institution. Nonetheless, all standards are intended to apply regardless of organizational differences.

General Standards for Student Services/Development Programs

Mission

Each institution and each functional area must develop, review, and disseminate regularly its own specific goals for student services/development, which must be consistent with the nature and goals of the institution and with the standards in this document.

Program

The overall student services/development program must be (a) purposeful, (b) coherent, (c) based upon or related to theories and knowledge of human development and learning characteristics, and (d) reflective of the demographic and developmental profiles of the student body. Such programs and services must (a) promote student development by encouraging such things as positive and realistic self-appraisal, intellectual development, appropriate personal and occupational choices, clarification of values, physical fitness, the ability to relate meaningfully with others, the capacity to engage in a personally satisfying and effective style of living, the capacity to appreciate cultural and aesthetic differences, and the capacity to work independently and interdependently; (b) assist students in overcoming specific personal, physical, or educational problems or skill deficiencies; and (c) identify environmental conditions that may negatively influence welfare and propose interventions that may neutralize such conditions. The educational experience of students consists of both academic efforts in the classroom and developmental opportunities through student services and development programs. Institutions must define the relative importance of these processes.

Leadership and Management

The institution must appoint a chief student services/development officer or designate an individual to fulfill that role. This leader must be positioned in the organization so that the needs of the students and the functional areas are well represented at the highest administrative level of the institution. This leader must be an experienced and effective manager, must have substantial work experience in one or more of the student services/development functional areas, and either be an acknowledged leader on the campus or have obvious background and experience to command such respect. The specific title and reporting relationship of this individual may vary among institutions. The individual must be selected on the basis of personal characteristics and formal training.

The officer must create an effective system to manage the services/programs. The officer must plan, organize, staff, lead, and assess programs on a continuing basis. The result should be an integrated system of student services and development activities for the institution, funded and otherwise supported at a level that permits the effective delivery of these programs.

The officer must be able to develop, to advocate, and to use a statement of mission, goals, and objectives for student services/development on the campus. The officer must attract and select qualified staff members who make effective decisions about policies, procedures, personnel, budgets, facilities, and equipment. The officer must assume responsibilities for program and personnel development, assessment, and improvement of the services and development activities of the organization.

Organization and Administration

Each functional area must have its own set of policies and procedures that include a detailed description of the administrative process of the office and an organizational chart showing the job functions and reporting relationships within and beyond the functional area.

Human Resources

Each functional area must have adequate and qualified professional staff to fulfill the mission of that service and to implement all aspects of the program. To be qualified, professional staff members must have a graduate degree in a field of study relevant to the particular job in question or must have an appropriate combination of education and experience. In any functional area in which there is a full-time director, that director must possess levels of education and/or professional experience beyond that of the staff to be supervised.

Preprofessional or support staff members employed in a functional area must be qualified by relevant education and experience. Degree requirements, including both degree levels and subject matter, must be germane to the particular job responsibilities. Such staff members must be trained appropriately and supervised adequately by professional staff.

Paraprofessionals must be carefully selected, trained with respect to helping skills and institutional services and procedures, closely supervised, and evaluated regularly. Their compensation must be fair and any voluntary services must be recognized adequately. Paraprofessionals must recognize the limitations of their knowledge and skills and must refer students to appropriate professionals when the problems encountered warrant.

To ensure that professional staff members devote adequate time to professional duties, each functional area must have sufficient clerical and technical support staff. Such support must be of sufficient quantity and quality to accomplish the following kinds of activities: typing, filing, telephone and other receptionist duties, bookkeeping, maintaining student records, organizing resource materials, receiving students and making appointments, and handling routine correspondence.

Salary level and fringe benefits for staff must be commensurate with those for similar professional, preprofessional, and clerical positions at the institution and in the geographic area.

To ensure the existence of suitable and readily identifiable role models within the campus teaching and administrative ranks, staff employment profiles must reflect representation of categories of persons who comprise the student population. However, where student bodies are predominantly nondisabled, of one race, sex, or religion, a diverse staffing pattern will enrich the teaching/administrative ranks and will demonstrate institutional commitment to fair employment practices.

All functional areas must have a regular system of staff selection and evaluation, and must provide continuing professional development opportunities for staff including in-service training programs, participation in professional conferences, workshops, and other continuing education activities.

Funding

Each functional area must have funding sufficient to carry out its mission and to support the following, where applicable: staff salaries; purchase and maintenance of office furnishings, supplies, materials, and equipment, including current technology; phone and postage costs; printing and media costs; institutional memberships in appropriate professional organizations; relevant subscriptions and necessary library resources; attendance at professional association meetings, conferences, and workshops; and other professional development activities. In addition to institutional funding commitment through general funds, other funding sources may be considered, including: state appropriations, student fees, user fees, donations and contributions, fines, concession and store sales, rentals, and dues.

Facilities

Each functional area must be provided adequate facilities to fulfill its mission. As applicable, the facilities for each functional area must include, or the function must have access to, the following: private offices or private spaces for counseling, interviewing, or other meetings of a confidential nature; office, reception and storage space sufficient to accommodate assigned staff, supplies, equipment, library resources, and machinery; and conference room or meeting space. All facilities must be accessible to disabled persons and must be in compliance with relevant federal, state, and local health and safety requirements.

Legal Responsibilities

Staff members must be knowledgeable about and responsive to relevant civil and criminal laws and must be responsible for ensuring that the institution fulfills its legal obligations. Staff members in all functional areas must be well versed in those obligations and limitations imposed on the operation of the institution, particularly in their functional area, by federal, state, and local constitutional, statutory, regulatory, and common law, and by institutional policy. They must utilize appropriate policies and practices to limit the liability exposure of the institution, its officers, employees, and agents. The institution must provide access to legal advice to professional staff as needed to carry out assigned responsibilities.

Equal Opportunity, Access, and Affirmative Action

Each functional area must adhere to the spirit and intent of equal opportunity laws in all activities. Each area must ensure that its services and facilities are accessible to and provide hours of operation that respond to the needs of special student populations, including cultural and special needs subgroups, evening, part-time, and commuter students.

Personnel policies shall not discriminate on the basis of race, sex, color, religion, age, national origin, and/or handicap. In hiring and promotion policies, student services professionals must take affirmative action that strives to remedy significant staffing imbalances, particularly when resulting from past discriminatory practices. Each functional area must seek to identify, prevent, and/or remedy other discriminatory practices.

Campus and Community Relations

Each functional area must maintain good relations with relevant campus offices and external agencies, which necessarily requires regular identification of the offices with which such relationships are critical.

Multicultural Programs and Services

The institution must provide to members of its majority and minority cultures educational efforts that focus on awareness of cultural differences, self-assessment of possible prejudices, and desirable behavioral changes. The institution also must provide educational programs for minority students that identify their unique needs, prioritize those needs, and respond to the priorities to the degree that numbers of students, facilities, and

resources permit. In addition, the institution must orient minority students to the culture of the institution and promote and deepen their understanding of their own culture and heritage.

Ethics

All persons involved in the provision of services to students must maintain the highest standards of ethical behavior. Staff members of each functional area must develop or adopt standards of ethical practice addressing the unique problems that face personnel in that area. The standards must be published and reviewed by all concerned. In the formulation of those standards, ethical standards statements previously adopted by the profession at large or relevant professional associations may be of assistance and must be considered.

Certain ethical obligations apply to all individuals employed in student services/development programs, for example:

All staff members must ensure that confidentiality is maintained with respect to all communications and records considered confidential. Unless written permission is given by the student, information disclosed in individual counseling sessions must remain confidential. In addition, all requirements of the *Family Educational Rights and Privacy Act* (Buckley Amendment) must be complied with and information contained in students' educational records must not be disclosed to third parties without appropriate consent, unless one of the relevant statutory exceptions applies. A similar dedication to privacy and confidentiality must be applied to research data concerning individuals.

All staff members must be aware of and comply with the provisions contained in the institution's human subjects policy and in any other institutional policy addressing ethical practices.

All staff members must ensure that students are provided access to services on a fair and equitable basis.

All staff members must avoid any personal conflict of interest so they can deal objectively and impartially with persons within and outside the institution. In many instances, the appearance of a conflict of interest can be as damaging as an actual conflict.

Whenever handling funds, all staff members must ensure that such funds are handled in accordance with established and responsible accounting procedures.

Staff members must not participate in any form of sexual harassment. Sexual harassment is defined to include sexual advances, requests for sexual favors, as well as other verbal or physical conduct of a sexual nature if (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, academic progress, or any other outcome of an official nature, (2) . . . is used as the basis for such decisions or outcomes . . . , (3) . . . has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment. (29 Code of Federal Regulations, C.F.R., Section 1604.11 (a).)

All staff members must recognize the limits of their training, expertise, and competence and must refer students in need of further expertise to persons possessing appropriate qualifications.

Evaluation

There must be systematic and regular research and evaluation of the overall institutional student services/development program and each functional area to determine whether the educational goals and the needs of students are being met. Although methods of evaluation may vary, they must utilize both quantitative and qualitative measures. Data collected must include responses from students and other significant constituencies. Results of these regular evaluations must be used in revising and improving the program goals and implementation.

Standards and Guidelines for
Academic Advising

Standards and Guidelines for Academic Advising can be interpreted or applied only in conjunction with the General Standards which contain the only reference to certain substantive standards common to all functional areas.

Prepared by the Council for the Advancement of Standards for Student Services/Development Programs, 1986.

Mission

See General Standards

The primary purpose of an academic advising program is to assist students in the development of meaningful educational plans which are compatible with their life goals.

The institution must have a clearly written statement of philosophy pertaining to academic advising which must include program goals and set forth expectations of advisors and advisees.

Academic advising should be viewed as a continuous process of clarification and evaluation.

The ultimate responsibility for making decisions about life goals and educational plans rests with the individual student. The academic advisor assists by helping to identify and assess alternatives and the consequences of decisions.

Institutional goals for academic advising may include:

—clarification of life and career goals;

—development of suitable educational plans;

—selection of appropriate courses and other educational experiences;

—interpretation of institutional requirements;

—increasing student awareness of educational resources available;

—evaluation of student progress toward established goals;

—development of decision-making skills;

—reinforcement of student self-direction;

—referral to and use of other institutional and community support services, where appropriate; and

—collecting and distributing student data regarding student needs, preferences, and performance for use in institutional policymaking.

Program

See General Standards

Individual academic advising conferences must be available to students each academic term. The academic advisor must review and utilize any available data about student academic and educational needs, performance, aspirations, and problems and must collaborate in collection of such data.

Individual conferences with an academic advisor are intended to provide assistance to the student in refining goals and objectives, understanding what choices are available, and assessing the consequences of alternative courses of action. Course selection, understanding and meeting institutional requirements, and providing clear and accurate information regarding institutional policies, procedures, resources, and programs, may be carried out individually or in groups. Supplemental systems for the delivery of advising information such as on-line computer programs may be utilized.

Referrals should be made to other institutional or community support services as appropriate.

Research pertinent to students, the advising program, and perceptions of the institution should be reported and interpreted to academic advisors and units of the institution which can utilize the results effectively. Confidentiality of individual student records should be maintained.

Organization and Administration

See General Standards

The design of the academic advising program must be compatible with the institutional organizational structure and student needs. Specific advisor responsibilities must be clearly delineated, published, and disseminated to both advisors and students.

In some institutions, academic advising is a centralized function, while in others, it is decentralized, with a variety of people throughout the institution assuming responsibilities. Whatever system is used, students, faculty, and staff members should be aware of their respective responsibilities.

Human Resources

See General Standards

Adequate staff should be available to meet student needs without unreasonable delay. Advisors should allow an appropriate amount of time for students to discuss plans, programs, courses, academic progress, and other subjects related to their educational programs.

Whether a centralized or a decentralized organizational structure is used, a specific individual must be designated by the institution to direct or coordinate the academic advising program.

The position of director or coordinator should ensure the integration of both academic and student support services within the institution; be responsible for providing leadership, supervision, and direction to the advising program; oversee the development and maintenance of a staff structure that implements institutional goals for the advising program; and be charged with developing and carrying out selection and training procedures for all academic advisors.

A variety of staffing arrangements may be used. Advisors may be full-time or part-time professionals who have advising as their primary function within the institution or may be full-time professionals who have other responsibilities, such as teaching faculty. Paraprofessionals (i.e., graduate students in practica, internships, or assistantships) or peer advisors (trained undergraduate students) may also assist advisors.

The director/coordinator must possess either an earned graduate degree(s) or equivalent combination of academic and educational experience, previous experience as an academic advisor, knowledge of student development, and thorough knowledge of the institution.

The director or coordinator should be skilled in fiscal management, staff selection and training, planning, and evaluation tasks.

Professional academic advisors should have, in addition to a graduate degree, an understanding of student development; a comprehensive knowledge of the institution, its programs, academic requirements, majors, minors, and student services; a demonstrated interest in working with and assisting students; a willingness to participate in pre-service and in-service training and other professional activities; and demonstrated interpersonal skills.

Paraprofessionals and peer advisors involved in academic advising should:

—relate well to undergraduates;

—be willing and able to assist in the performance of professional advisors;

—be of above average academic achievement;

—be carefully prepared for their role and made aware of the limitations of their authority; and

—be adequately supervised by professional staff.

Where available, the secretarial and clerical staff should maintain student records, organize resource materials, receive students, make appointments, and handle correspondence and other operational needs. Technical staff may be used in research, data collection, systems development, and special projects.

Technical, secretarial, and clerical staff should be selected, trained, and supervised to work compatibly with staff and students. They should enable the professional staff members to avoid spending undue time on routine tasks and functions.

Funding

See General Standards

Printing and media monies should be sufficient to provide quality printed and nonprint information for students, training materials for staff, including handbooks and newsletters, and to support routine clerical functions. There should also be sufficient resources to publicize the program.

Special consideration should be given to providing funding for in-service training of advisors, particularly those for whom the advisory function is a part-time and/or secondary assignment.

Facilities

See General Standards

Facilities should provide privacy, freedom from visual and auditory distractions, adequate space, and an atmosphere of warmth and friendliness.

When the advising program includes an advising center, the facility should be in reasonable proximity to related campus agencies, such as the counseling center, career planning and placement, admissions, records, registration, and other services to which students are frequently referred.

Campus and Community Relations

See General Standards

Academic advising is an extension of the educational process, which is highly dependent on a one-to-one relationship. Advising effectiveness is also dependent upon close working relationships with other institutional agencies, the faculty, and the administration.

The academic advising system should be fully integrated into other processes of the institution. There should be functional and effective relationships with other campus services, the teaching faculty, administrators, and other professionals in student services. There should be coordinated relationships with related areas such as admissions, records, registration, counseling, and career planning and placement.

Ethics

See General Standards

Advisors must recognize the limits of their competence and perform only those functions for which they are qualified.

Advisors must insure the accurate presentation of information to the public, students, parents, colleagues, and subordinates. Brochures, student handbooks, and other materials prepared for open distribution must accurately represent the institution's goals, services, programs, and policies.

Advisors must not counsel or aid students in circumventing institutional policies or regulations. When confronted with situations in which students have violated or circumvented established policy and norms, the advisor is obliged to address the issue and refer students to the appropriate agency accordingly.

Evaluation

See General Standards

Standards and Guidelines for
Career Planning and Placement

Standards and Guidelines for Career Planning and Placement can be interpreted or applied only in conjunction with the General Standards which contain the only reference to certain substantive standards common to all functional areas.

Prepared by the Council for the Advancement of Standards for Student Services/Development Programs. 1986.

Mission

Career planning is a developmental process and must be fostered during the entire period of a student's involvement with the institution.[1]

The primary purpose of career planning and placement must be to aid students in developing, evaluating, and effectively initiating and implementing career plans.

Career planning and placement services should help students to:

—engage in self-assessment;

—obtain occupational information;

—explore the full range of employment opportunities and/or graduate study;

—present themselves effectively as candidates; and

—obtain optimal placement in employment or further professional preparation.

Career planning and placement programs should also promote a greater awareness within the entire institutional community of the world of work and the need for and nature of career development over the life span.

In addition, the staff should give special attention to special populations such as mature persons returning to the labor market and those engaging in career changes.

Program

Career planning and placement services must offer the following programs:

1. **Career counseling, which assists students at any point in time to:**
   - **analyze interests, aptitudes, abilities, previous work experience, personal traits, and desired life style to promote awareness of the interrelationship between self-knowledge and career choice;**
   - **obtain occupational information including, where possible, exploratory experiences such as cooperative education, internships, externships, and summer and part-time jobs;**
   - **make reasoned, well-informed career choices that are not based on race/sex stereotypes; and**
   - **set short range and long range goals.**

   Career counseling includes teaching self-assessment techniques, including analysis of the individual's needs, interests, aptitudes, abilities, educational background, traits of temperament, and academic achievement. Career counseling also provides opportunity for research of career information, and vocational testing and interpretation.

   Staff members should:

   —disseminate information on the availability of career counseling through (a) official college publications and catalogs, student handbooks, career planning and placement publications, brochures, bulletin board announcements, and campus media; and (b) presentations to academic classes, departments, student services, administrators, academic advisors, alumni associations, community organizations, high school students and employers;

   —provide career counseling through regularly scheduled appointments with individuals and with groups and through career planning courses, outreach, and special topical programs;

   —provide career counseling to students at any point in their college experience. Students should be encouraged to take advantage of career services as early as possible;

   —help students to explore occupational areas through part-time and vacation work, cooperative education internships and externships, and informational interviews with practitioners. Staff members should also refer students to other counseling and resource agencies on and off campus if assistance needed is beyond the scope of career counseling;

   —make career information available through planned programs and conferences; maintain a career resource facility that includes information on self-assessment, career planning, occupations, prospective employers, organizational structure, employer expectations, and job market conditions, demands and trends;

   —provide field visits through employer and alumni contacts; and

   —collect and maintain records and staff notes for future work with the student (e.g., career needs analysis, academic records, vocational inventory, test results and evaluations, academic advisor and faculty comments, staff interview notes).

2. **Placement counseling and referral, which assists the student to:**
   - **clarify objectives and establish goals;**
   - **explore the full range of life and work possibilities including graduate and professional preparation;**
   - **prepare for the job search or further study;**
   - **present oneself effectively as a candidate for employment or further study; and**
   - **make the transition from education to the world of work.**

   Placement counseling and referral staff members should:

   —disseminate information on the availability and use of placement services (including fee schedules) through catalogs, handbooks, and other institutional publications; through campus media, periodic career planning and placement publications, and announcements distributed throughout the campus community; through presentations to student and faculty groups; through regular orientation programs; and through presentations to professional, employer, civic, and alumni groups;

[1] "Student" refers to both current and former students.

—register students who wish to use the career planning and placement services;

—collect and maintain records, credentials, and career information on candidates;

—schedule group sessions for presentation of information on placement counseling and referral services; conduct sessions on job-seeking techniques including: application, correspondence and resumés, development of interview skills, use of the on-campus recruiting schedule, and mail campaigns using various employment sources as well as employer information. Such procedures should include discussion of ethical obligations of students, employers, and others involved in the employment process;

—arrange individual and group sessions to help students to:

assess and relate to the labor market their interests; aptitudes; abilities; attitudes; needs; educational, experiential and personal backgrounds; and desired life style;

establish short range and long range career goals and implement action plans to achieve those goals through graduate or professional preparation or immediate employment; and

collect and provide information on current and projected employment opportunities and employers, including policies, products, locations, requirements, typical career paths, and corporate financial reports. Such information should be provided through various means to ensure candidates the widest possible choice of employment. Arrange presentations by employers, alumni, and other groups; and use personal contacts, letters, TV, radio, and press;

—offer a variety of approaches to promote candidate/employer contacts such as campus interviews, direct referrals, correspondence campaigns, personal contact campaigns, and use of publications and reference directories;

—provide information concerning graduate and professional academic programs as well as employer-sponsored graduate and special study programs; and

—conduct follow-up studies of graduates and disseminate this information to appropriate segments of the college and employer communities.

3. **Student employment, including part-time, vacation, and experiential education programs which assist students in obtaining work experiences, financial resources, and/or the opportunity for academic credit.**

Staff members should:

—disseminate information concerning the availability and use of student part-time and vacation employment, cooperative education assignments, internships, and externships;

—identify and register students obtaining information concerning their skills, abilities, qualifications, and availability in order to facilitate their employment;

—make students aware of employment sources and job seeking procedures by offering a variety of approaches to promote student/employer contacts;

—maximize the use of student jobs as an integral part of career orientation and development; and

—develop comprehensive employment opportunities.

Organization and Administration

See General Standards

Career planning should be integrated with placement. Career planning and placement should be organized as part of, or closely related to, the academic organizational structure to increase faculty/staff awareness of the career development process and the current employment trends. Career planning and placement should serve as a key point of contact between the institution and employers.

Career planning and placement may be offered by a separate student services unit and may be offered by other student services or institutional units such as counseling centers, financial aid offices, and academic departments. Career planning and placement staff members should collaborate in career planning and placement activities that occur in other units.

Responsibility for part-time and vacation placement and for experiential education (cooperative education, internships, and externships) should be included within the career planning and placement framework.

Human Resources

See General Standards

Professional staff members must be skilled in career planning, placement, and counseling, and must have the ability to function effectively with students, faculty, administrators, and employers.

To ensure quality service to students, those providing career counseling should also attend to placement counseling and referral concerns.

Appropriate graduate fields of study for staff members include, but are not limited to, the following:

Behavioral Management Science
Counseling Psychology
Education
Educational Administration
Guidance/Counseling
Industrial Relations
Personnel Management
Student Affairs Administration
College Student Personnel

Preparation in counseling techniques and methods of counseling also are necessary. Especially relevant to career planning and placement are courses such as the following:

Career development theory
Counseling theory and techniques
Internship/Practicum

Interpretation of vocational tests and inventories
Interviewing techniques
Occupational information
Occupational research and manpower employment trends
Placement office operations
Principles of administration and decision-making including theory and practice of organizational and fiscal management
Socioeconomic, ethnic, and legal implications
Theory of group dynamics

Prior work experience may be of considerable value to the career counseling function.

A continuing program of self-development in the field requires keeping abreast of the conditions and developments that affect the field of career planning and placement. Self-development includes active participation in appropriate professional organizations, and in-service training programs or other professional development activities.

A well-organized and effectively administered program should have professional leaders who:

—participate with the administration in making decisions about career planning and placement objectives and policies;

—prepare and control the annual budget;

—develop position descriptions and recruit staff members;

—plan and implement programs for staff development;

—establish effective procedures for carrying out policies and programs;

—maintain good public relations;

—assign and supervise the functions and responsibilities of staff members; and

—conduct staff meetings regularly.

The size of the clerical staff should be sufficient to perform the tasks of reception, secretarial, appointment and scheduling, maintenance and mailing of credentials and other files, maintenance of career information literature and facilities, compilation of statistics, preparation and mailing of publications, intermediate management and supervision, and other tasks required by the programs.

Staff aides, graduate assistants, research aides, and interns may also be employed. For example, they may work in a career information center or they may conduct research. Under supervision, interns from appropriate graduate programs may counsel students.

Funding

See General Standards

Funds should be provided for adequate career/employment information, and for the preparation and maintenance of student placement credentials.

Facilities

See General Standards

Space for at least the following is recommended: reception area, staff offices, a private office for the unit head, interview and counseling rooms that allow privacy, employer lounge, student registration and sign-up area, career resource center, office equipment, bulletin boards, work areas, storage, filing, and rooms for group meetings and conferences.

- The number of counseling rooms should at least equal the number of professional staff members counseling at any one time.
- The number of employer interview rooms should be determined by employer demand for interviews.
- The office should be open a sufficient number of hours at appropriate times to provide maximum service.
- Space for both recruiters and counselors should provide privacy, adequate ventilation and lighting, soundproofing, and power sources for audiovisual aids.
- Parking for visiting employers and graduate school representatives should be adequate and convenient.

Campus and Community Relations

See General Standards

The career planning and placement service must:

- **develop job opportunities on a continuing basis from a variety of employers;**
- **provide all employers the opportunity to consider candidates for employment;**
- **maximize students' exposure to employers through a variety of programs;**
- **collect information on occupational trends and employers' needs;**
- **encourage dialogue among employers, faculty, and administration concerning job needs and trends; and**
- **encourage employers to recognize career planning and placement services through public acknowledgment and/or other avenues of support.**

The career planning and placement service should:

—provide pertinent information to prospective employers including curricula, academic calendar, estimate of enrollment by degree and discipline, and recruiting and interviewing logistics;

—exchange information with employers concerning their respective operations through activities such as on-site visits and exchange programs;

—assist employers in setting and confirming interviewing dates well in advance;

—exchange with employer representatives detailed information concerning interview schedules, job descriptions, desired applicant qualifications, and other arrangements, as needed;

—arrange, if requested, for employer representatives to meet with faculty and/or administrative staff individually or in groups, in order to exchange information pertinent to the career planning and placement of graduates;

—schedule candidates for on-campus recruitment interviews;

—comply with legal requirements when making credentials available to interviewers;

—encourage employer compliance with ethical and legal obligations of the equal employment opportunity laws;

—encourage employer participation in programs such as career planning courses, career conferences, and career and alumni "fairs";

—encourage employers to list staff needs on a continuing basis and to provide information concerning job offers and hires, including salaries; and

—encourage employer participation in off-campus activities relating to career counseling, placement and employment, including involvement in professional associations.

The career planning and placement service must:

- **develop a working relationship that encourages the academic administration and faculty to maximize and give active support to an effective program for students and graduates;**
- **promote better understanding between the institution and employers of the relationship of curricular and other activities to the career needs of and opportunities for students; and**
- **promote a systematic flow of information to faculty members and students from alumni concerning their academic preparation, and employment experiences.**

The career planning and placement service should:

—define the roles that the academic administration and faculty can play in career planning and placement programs and discuss these roles with them at every appropriate opportunity;

—participate fully in such campus activities as faculty organizations and committees, general student orientation programs, classroom presentations, academic courses in career planning, and student club career programs;

—exchange with the academic administration and faculty information concerning work-force needs, labor market trends, specific jobs, and placements that may be related to academic planning and curriculum development;

—arrange appropriate programs that utilize alumni experience and expertise such as on-campus visits, and participation in career planning seminars;

—prepare and disseminate annual and special reports including career planning and placement philosophy, goals and objectives, current programs, statistical and interpretive information and graduate follow-up information; and

—create cooperative relationships including mutual referral for services, exchange of information, sharing of equipment and space, and other appropriate coordination with services and administrative offices such as:

Financial Aid,
Counseling Services,
Student Orientation,
Admissions,
Services for Minorities, Handicapped, and Women,
Alumni Programs,
Institutional Development Programs,
Dean of Students,
College Union,
Housing and Residential Life,
Academic Advising.

Ethics

See General Standards

Referral of an employed graduate to another employer must be preceded by that person's request for referral.

Career planning and placement office personnel must use their best efforts to ensure that the student's selection of a career or a graduate school is protected from improper influence by faculty, administrators, placement staff, and employers.

Conditions of employment and salary offers made to an individual by an employer must not be divulged in a personally identifiable form by career planning and placement office staff members.

Unless permission is given by the student, information disclosed in individual counseling sessions as well as information contained in records must remain confidential.

Evaluation

See General Standards

Standards and Guidelines for
College Unions

Standards and Guidelines for College Unions can be interpreted or applied only in conjunction with the General Standards which contain the only reference to certain substantive standards common to all functional areas.

Prepared by the Council for the Advancement of Standards for Student Services/Development Programs, 1986.

Mission

See General Standards

The primary goals of the college union must be to maintain facilities, provide services, and promote programs that are responsive to student developmental needs and to the physical, social, recreational, and continuing education needs of the campus community.

The college union is a center for the campus community and, as such, is an integral part of the institution's educational environment. The union represents a building, an organization, and a program; it provides services, facilities, and educational and recreational programs that enhance the quality of college life.

Through the work of its staff and various committees the college union can be a "laboratory" where students can learn and practice leadership, programming, management, social responsibility, and interpersonal skills. As a center for the academic community, the union provides a place for increased interaction and understanding among individuals from diverse backgrounds.

To meet its goals, college unions should provide:

—food services;

—leisure time and recreational opportunities;

—social, cultural, and intellectual programs;

—continuing education opportunities;

—retail stores;

—service agencies that are responsive to campus needs;

—student leadership development programs and opportunities;

—student employment; and

—student development programs.

Program

See General Standards

The union's activities and services must be appropriate to the size and diversity of the campus and must provide opportunities for student, staff, and faculty participation, interaction, and collaboration on policy establishment, facility operation, and program activities. The college union program must strive to enhance intellectual and behavioral learnings.

The program of college unions includes services, facilities, and activity events. The college union should provide, in varying degrees, food services, meeting rooms, student and administrative offices, an information-reception center, lounge(s), a merchandise counter or store, a lobby, public telephones, recreation facilities, and rest rooms.

Additional services and facilities provided by most unions include music listening rooms, table game rooms, space for exhibits, parking facilities, and conference rooms.

The union should include a balanced variety of activities, such as art, performing arts, music, cinematic arts, games and tournaments, outdoor recreation, lecture and literary events, crafts and hobbies, social and dance events, and activities addressing social responsibility and human relations. Program events should be diverse, reflecting the richness of the community's cultures.

Organization and Administration

See General Standards

The union must be organized to maintain its physical plant, to provide for cultural, intellectual, and recreational programming, to operate its business enterprises, and to deliver successfully the services inherent in the union's mission.

A variety of facilities, programs, and services may be incorporated within the building and operation. These include: food service; store and other revenue producing services; leisure time activities; social, cultural, and intellectual activities; building operations; and continuing education.

The college union must involve members of the campus community in its governance and programming structure and in the formulation of necessary union policies.

Operations involve day-to-day undertakings such as fiscal controls, maintenance of physical plant and equipment, provision of services, supervision of personnel, planning, and public relations.

Involvement of the campus community should include students, faculty, staff, and alumni, as appropriate. Typically, such involvement is through advisory, governing, and program boards. These boards might address issues such as (a) facility operating policies related to the use and/or rental of the union by campus and noncampus groups, (b) scheduling of controversial speakers and/or events, (c) budget planning and allocation of funds, (d) employment policies, (e) space allocation priority setting, and (f) hours of operation.

Human Resources

See General Standards

The college union must employ qualified professional, technical, and support staff members who have the ability to meet the varied educational, service, social, leisure, and recreational requirements inherent in the union's mission.

Staff should include persons providing the necessary professional leadership to assume responsibility for the entire union as well as for specific programs.

Desirable qualities of staff members should include: (a) knowledge of, and ability to use, management principles, including the effective management of volunteers; (b) skills in assessment, planning, training, and evaluation; (c) interpersonal skills; (d) technical skills; (e) understanding of union philosophy; (f) commitment to institutional mission; and (g) understanding of, and the ability to apply, student development theory.

Graduate degrees should be earned in fields relevant to college unions including, but not limited to, student development, business administration, higher education administration, and recreation leadership.

Specific aspects of the union's mission for which staff should be assigned include business operations (e.g., operations, program activities, cultural, recreational, theater, and arts and crafts), and special events.

There should be adequate technical and clerical personnel to provide the services and maintain the facilities of the union. Included may be cooks, dishwashers, projectionists, stage hands, maintenance personnel, secretaries, bookkeepers, typists, attendants, receptionists, housekeepers, scheduling clerks, sales clerks, and cashiers.

Student employees and volunteers may be an important part of the union's operation. Their work experience can be an important part of their educational experience as well as a source of income. A thorough training program should be provided for part-time student helpers and volunteers and, depending on their assigned duties, might include leadership training, group facilitation skills, and communication skills. Volunteers should be adequately supervised and evaluated.

Graduate students pursuing advanced degrees in student development, business administration, higher education, institutional management, and recreation are among those to whom an internship or practicum in the college union can be valuable. Such experiences should provide a variety of opportunities within the union operation. Graduate assistantships also may allow persons pursuing careers in specific areas of the union field to expand their expertise. Graduate students frequently serve as program advisors or assist operations, recreation, or other department supervisors while pursuing advanced degrees. Others, such as paraprofessional staff and volunteers, may fulfill specific needs. The union should utilize volunteers in a manner consistent with its mission.

Funding

See General Standards

The institution's budget commitment to the union should be sufficient to support the achievement of its mission, and to provide appropriate services, facilities, and programs deemed necessary to maintain standards and diversity of services commensurate with the image and reputation of the institution.

The union should have adequate financial resources to ensure reasonable pricing of services, adequate programming, adequate staffing, proper maintenance, and professional development.

The institution should consider various methods and sources of financial support including, but not limited to: (a) income from sales, services, and rentals; (b) student activities or program fees; (c) fees for operation or debt service; and (d) direct institutional support (e.g., utilities subsidy, salary assistance, cleaning and maintenance, operating subsidy, and membership fees).

Facilities

See General Standards

(See Program Section for specific facilities normally provided in a college union.)

The physical plant should be proportional in size to the campus population. Generally, a college union should contain approximately 10 square feet of gross space for each student enrolled. Smaller colleges may require more square feet per student; large colleges may require less. Also to be considered is the nature of the student body. Colleges with a large number of commuter and/or part-time students or members of a special population might adjust facility requirements accordingly.

Campus and Community Relations

See General Standards

The success of the college union is dependent on the maintenance of good relationships with students, faculty, administrators, alumni, the community at large, contractors, and support agencies. Staff members must encourage participation in union programs by relevant groups.

Each member of the campus community is a potential patron of the union's services, a potential member of the union organization, including its governing board, and a potential participant in the union's programming.

Students are the principle constituency of the union. Much of the vitality, variety, and spontaneity of the union's activities stem from student boards and committees.

Student government and other student groups should have ongoing involvement with the union's programs, services, and operations.

Student publications also may be important for communicating information about union programs. Communications with students should be continuous.

The involvement of faculty, staff, and alumni is essential to the vitality of union programs and services.

Faculty members should be involved in policy-making processes and program efforts of the union.

Alumni are potential sources of support and involvement, financial and otherwise.

The administrative staff of the institution is important to day-to-day operations of the union. In some instances important union services such as food, cleaning, repairs, bookstore, or accounting may be administered by a department of the college rather than by union staff; relations with those department heads and their representatives must be cultivated carefully. The support of other student affairs agencies as well as chief campus officials is important.

Technical and clerical staff members can be important as customers, members of the various committees, and members of the governing board.

Positive relations with lessees and contractors, (e.g., barber-shops, boutiques, food services, bookstores) require close and continuing attention.

Ethics

See General Standards

Staff must demonstrate ethical standards of conduct. The code of ethics to be followed must be specific and known to all.

Evaluation

See General Standards

Evaluation of union facilities, staff, programs, services, and governance must be continuous and must be within the context of the union's mission.

Evaluation may include goal-related progress on such considerations as attendance at programs, cash flow, appearance of facilities, and vitality of volunteer groups.

Periodic reports, statistically valid research, and outside reviews should be utilized.

Standards and Guidelines for
Commuter Student Programs and Services

Standards and Guidelines for Commuter Student Programs and Services can be interpreted or applied only in conjunction with the General Standards which contain the only reference to certain substantive standards common to all functional areas.

Prepared by the Council for the Advancement of Standards for Student Services/Development Programs, 1986.

Mission

See General Standards

Commuter student programs and services must consider and respond to the diverse needs of commuting students and must help these students benefit from the institution's total educational process.

The goals of a commuter student program must be to:

- **provide services and facilities to meet physical, personal safety, and educational needs of commuting students based on institutional assessment of their needs;**
- **ensure that the institution provides commuter students equal access to services and facilities;**
- **make available opportunities to assist commuting students in their individual development; and**
- **act as an advocate for commuter students.**

Commuter students may range from a small minority to the entire student population.

The commuting students in any higher educational institution are entitled to the full benefits of the curricular and cocurricular programs and services offered, regardless of their full-time or part-time status, whether they commute from near or far, are day or evening students, are living independently for the first time, or are returning after an extended interruption. Each commuter student is entitled to fair and reasonable access to institutional resources and full administrative support.

Commuter student services and programs should address:

—the unique needs of commuter students such as adequate parking, emergency assistance in parking lots, carpool programs, study space in classroom buildings, and mobile food service;

—developmental opportunities, such as tutoring for reentry students, assessment of prior experience, social programs for students to meet other students, and support groups for those experiencing major life transitions; and

—information to faculty and staff regarding commuter students such as lifestyle characteristics, head of household status, marital status, and employment status.

To respond to the student as commuter, many colleges and universities create a separate commuter-student area within the student affairs division. When that is the case, the standards outlined here apply. When no specific office is identified for the student as commuter, then all student affairs areas should be evaluated to ensure that quality services and programs exist to meet survival, esteem, and self-actualization needs of commuting students.

Program

See General Standards

Campus scheduling policies must accommodate commuters, including evening students, part-time students, and students who depend on fixed-transportation schedules.

If a commuter student program office exists, it must serve a wide variety of needs and interests, either through direct delivery of essential programs and services or by assisting other offices in meeting those needs.

Commuter student program staff must:

- **assist students with transportation needs and serve as liaison with campus security and municipal transit agencies to communicate commuter needs;**

  Transportation information and programs such as carpools, intracampus transit (depending on size), and transport between campus and local community should be available. Provisions should be made for parking; emergency services (including jumper cables, towing service, road aid); and walkway, bike path, and parking lot security.

- **assist students in obtaining housing and dealing with landlord and/or community regulatory agencies;**

  Off-campus housing programs should assist students in making informed choices about housing, and should include information about available housing, tenancy ordinances, tenants' rights, legal aid information, small claims court, parking, transportation to campus, and special lease provisions and limitations.

- **assist students to acquire needed information and receive accurate referrals;**

  A centralized information center and dissemination system, such as calendars, posting systems, emergency telephone numbers, and information hotlines should be available. Alternate campus correspondence and communication modes for activities such as class registration, advising, and computer access should be available to commuter students.

- **provide for educational, recreational, and social programs consistent with the needs of the diverse commuter population;**

  Staff members should provide commuter students programs that include daytime social and cultural activities, workshops on relevant topics (e.g., landlord/tenant issues, energy conservation for homes and apartments, banking and personal financial management), activities located in areas off campus that are densely populated by students, and family-oriented activities.

- **encourage representation of the commuter perspective at all appropriate levels of campus planning, budgeting, and governance;**

  Commuter student advocacy should focus on:

  —access to comprehensive academic advising, student support services, and sources of information;

—recognition of the diverse subgroups of the commuter student population, including students that are older, married, fully employed, part-time, evening, veterans, or those living at home with parents;

—fair ratio of fee burden for campus services for resident and commuter students;

—fair representation of commuter students in areas of campus employment, internship placement, and financial aid awards;

—working with faculty to enhance understanding of the demographic characteristics and unique needs of commuter students; and

—inclusion of the commuter perspective in community decision making. Examples include transportation route changes and zoning changes.

- **provide for institutional research including the variables of residence, proximity to campus, age, and employment status so that institutional planners and decision makers can understand the complexity of the lifestyle of the commuter student.**

  Research efforts may include demographic studies, needs assessments, environmental assessments, longitudinal studies, and commuter/resident comparisons.

Organization and Administration

See General Standards

The commuter student program shall play a principal role in implementing institutional programs developed in response to the assessed needs of commuter students.

The administrative organization of the commuter student program shall be governed by the size, nature, and mission of the institution. Commuter student programs may function as autonomous student services units or may be housed as component units of other student services departments. In either instance, the commuter student program must be organized and administered in a manner that permits its stated mission to be fulfilled.

Human Resources

See General Standards

The professional staff should consist of individuals whose primary responsibility is to assist commuter students to accomplish their educational, personal, and social goals.

Professional staff should: (a) develop and implement programs and services; (b) counsel students; (c) conduct research and evaluation; (d) advocate for the improvement of the quality of life for students as commuters, and (e) perform developmental educational functions.

Technical and support staff should perform office and administrative functions, including reception, information-giving, problem identification, and referral.

The professional staff should possess the academic preparation, experience, abilities, professional interests, and competencies essential for the efficient operation of the office as charged, as well as the ability to identify additional areas of concern about the commuter student population.

Relevant graduate preparation programs include those in counseling and guidance, student development, and higher education administration.

Some courses of study relevant to professionals working in commuter student services are:

research methodologies;
the American college student;
history of higher education;
organizational behavior and change;
interpersonal communication;
social psychology;
developmental theory and personality;
the individual and society;
counseling theories and techniques;
environmental assessment;
program evaluation;
the adult learner; and
management in higher education.

Staff development is an essential activity if staff members are to remain current and effective in an educational setting. Additional credit courses, seminars, professional conferences, access to published research and opinion, and to relevant other media are examples of staff-development activities.

Preprofessional, practicum, or intern student staff members should come from academic programs in counseling and guidance, student development, higher education administration, or comparable programs, and should be appropriately supervised.

Where student staff members are employed, they should be provided with clear and precise job descriptions, preservice training, and adequate supervision.

In the selection and training of technical and support staff members, special emphasis should be placed on skills in the areas of public relations, information dissemination, problem identification, and referral. A thorough knowledge of the institution and its various offices is important.

Funding

See General Standards

Services that are paid for with student fees should benefit the student population as a whole, and they should be accessible to all students *or* financed equitably through user fees or in some manner other than through a general fee.

Consideration should be given to an equitable fee burden/service ratio (i.e., the fees paid for the services delivered). This ratio should be related to the percentage of commuting students in the campus population and should be applied to obvious commuter services such as parking lots, lockers, and to more routine

institutional offerings such as library hours, laboratories, recreational facilities, and programs.

Facilities

See General Standards

The campus must provide adequate free-time facilities for the use of commuter students, including recreational, study/lounge, locker, and eating spaces.

Because commuter students do not have a residence on campus in which to spend time before, between, and after classes, it is important that a variety of comfortable free-time spaces be specifically designated for commuter student use. These spaces should be in classroom buildings, as well as in the college union building, and should include individual locker facilities.

Campus and Community Relations

See General Standards

Commuter student program staff members must maintain good working relationships with other relevant agencies, such as the local transportation district and campus safety agencies.

The commuter service program should maintain a high degree of visibility with the academic units through direct promotion and delivery of services, through involvement with cocurricular programs, and through staff efforts to increase understanding of the special needs of commuting students.

The commuter service program should be actively involved and informed about the activities of other offices whose efforts directly affect commuting students. These include such areas as campus safety and security, transportation and parking, public information, scheduling, and campus switchboard, as well as campus-wide committees that bear on these issues.

Staff should be particularly cognizant that for many commuting students the institution is only one facet of their lives. Many important needs of commuter students are met through interaction with community agencies and services.

The commuter service program should maintain active contacts with various community service agencies such as legal assistance, housing boards, and transportation services.

The commuter student service program should promote involvement in events and activities that may affect commuter students.

Ethics

See General Standards

Evaluation

See General Standards

Standards and Guidelines for
Counseling Services

Standards and Guidelines for Counseling Services can be interpreted or applied only in conjunction with the General Standards which contain the only reference to certain substantive standards common to all functional areas.

Prepared by the Council for the Advancement of Standards for Student Services/Development Programs, 1986.

Mission

See General Standards

The mission of counseling services is to assist students to define and accomplish personal and academic goals. To accomplish the mission, the goals of counseling services must include:

- **high quality individual and group counseling services to students who may be experiencing psychological or behavioral difficulties;**
- **programming focused on the developmental needs of college students to maximize the potential of students to benefit from the academic environment and experience; and**
- **consultative services to the institution to make the environment as beneficial to the intellectual, emotional, and physical development of students as possible.**

A wide variety of counseling, consultative, evaluative, and training functions may be performed by the counseling services as an expression of their institutional mission.

—While there are basic similarities in the overall goals of various types of institutions, differences in student populations and institutional priorities may affect emphases of functions within individual counseling services. For these reasons, a given counseling service may emphasize different combinations of personal counseling, academic counseling, or student development services.

—Counseling services programs should mirror the diversity of institutional structures and priorities. Accordingly, some functions or programs that may not typically be organized as a part of the counseling services are included. Conversely, some services or programs typically associated with counseling services may be the responsibility of other units.

To effectively respond to the educational needs of the institution and the personal and academic needs of students, the counseling services should have the following complementary functions:

Developmental. The developmental function is to help students, both well-adjusted and disturbed, enhance their growth. The aim of developmental interventions is to help students benefit from the academic environment. To do so, the counseling services promote student growth by encouraging positive and realistic self-appraisal, intellectual development, appropriate personal and occupational choices, the ability to relate meaningfully and mutually with others, and the capacity to engage in a personally satisfying and effective style of living.

Remedial. The remedial function recognizes that some students experience significant personal adjustment problems that require immediate professional attention. This function includes assisting students in overcoming current specific personal and educational problems and, in some cases, remedying current academic skill deficiencies.

Preventive. The preventive function role is to anticipate environmental conditions that may negatively influence student welfare and initiate interventions that will neutralize such conditions.

Program

See General Standards

To effectively fulfill its mission the counseling services must provide directly or through referral, or collaborate in the provision of:

- **individual counseling and/or psychotherapy in areas of personal, educational, career development/vocational choice, interpersonal relationships, family, and social problems;**
- **group counseling and/or psychotherapy to help students establish satisfying personal relationships and to become more effective in areas such as interpersonal processes, communication skills, decision-making concerning personal and educational/career matters, and the establishment of personal values;**
- **psychological testing and other assessment techniques, when appropriate, to foster client self-understanding and decision making;**
- **outreach efforts to address developmental concerns of students;**
- **counseling support to help students assess and overcome specific deficiencies in educational preparation or skills;**
- **crisis intervention and emergency coverage, as appropriate, and in relationship to other available mental health resources; and**
- **staff and faculty professional development programs.**

In those cases where other campus agencies provide similar services, such as career counseling and educational counseling, the counseling services should establish cooperative relationships and maintain mutual referrals. In those cases where significant and needed expertise is not available within the counseling services, staff members should make full and active use of referral resources within the institution and the local community.

The counseling services should play an active role in interpreting and, when appropriate, advocating the needs of students to administration, faculty and staff of the institution. The counseling services can provide a needed perspective for campus administrative leaders, reflecting an appropriate balance between administrative requirements and the special needs and interests of students. The counseling services should interpret the institutional environment to students and intervene to either improve the quality of the environment or facilitate the development of a better person-environment interaction. The counseling services should be sensitive to the needs of traditionally underserved populations such as ethnic and cultural minorities and nontraditional students.

The counseling services may contribute studies of student characteristics and needs and follow-up studies of student progress in various programs. The counseling services should provide consultation, supervision, and inservice professional development services for faculty members, administrators, student staff members, and paraprofessionals.

The counseling services may assist students and faculty who conduct individual research on student characteristics or on the influence of specific student development programs.

Although training and supervision of paraprofessionals, practicum students, and interns is an appropriate and desirable responsibility of the counseling services, the training functions should be secondary in importance to primary service functions.

Organization and Administration

See General Standards

Since institutional perceptions of the counseling services will define its resources, use, referrals, and overall impact on the community, it is important that these services be perceived as central to the overall mission of the institution.

Counseling services provide a highly unique service on campuses not typically offered by any other student and academic agency.

The director of the counseling services should be positioned within the administrative structure so as to be able to effectively interact with significant unit heads, as well as with the chief student affairs administrator and chief academic affairs administrator.

Every effort should be made to assure that counseling services function independently of units directly responsible for making decisions concerning students' official matriculation status, such as judicial actions, academic probation, and admissions or readmissions actions.

Human Resources

See General Standards

The counseling function must be performed by professionals from disciplines such as counseling and clinical psychology, counseling and personnel services, psychiatry, social work, and by others with appropriate training and supervised experience.

Professional counseling staff members should be accorded all the responsibilities, rights, and privileges of faculty or professional staff. This may include the opportunity to secure academic rank, tenure, and representation on institutional governing bodies. Sabbatical or educational leaves should be available to counseling services staff members in the same way that such opportunities are available to other comparable institutional personnel.

The director of counseling services must have an appropriate combination of graduate coursework, formal training, and supervised experience.

The director of counseling services should have (a) a doctoral degree in counseling psychology, clinical psychology, or other related discipline from an accredited institution or (b) should have a minimum of a master's degree in the behavioral or other social sciences with emphasis in whatever counseling areas characterize the functions undertaken by the counseling services.

—The director should have personal attributes that enable effective interaction with administrators, faculty and staff members, students, and colleagues in the counseling services, and should possess all the general qualifications of a professional staff member.

—It is highly desirable that the director have a minimum of three years experience as a staff member or administrator in a counseling services agency.

—The director should have supervised experience (either pre- or post-doctoral) with college-age students.

—The director should hold or be eligible for state licensure or certification, where such exist.

—The director should demonstrate involvement and commitment to educational and professional development.

—The responsibilities of the director should include:

overall administration and coordination of counseling activities;

coordination, recruitment, training, supervision, development and evaluation of professional and support staff personnel;

preparation and administration of budget;

preparation of annual reports;

provision of counseling information and services to students, faculty, and staff;

provision of consultation/leadership in policy formation and program development; and

education of staff members regarding legal issues governing the delivery of counseling and psychological services.

The professional counseling staff must have an appropriate combination of graduate coursework, formal training, and supervised experience.

The minimum qualification for a professional counseling staff member should be a master's degree from disciplines such as counseling psychology, clinical psychology, counseling and personnel services, mental health counseling, and social work, with appropriate supervised experience.

Professional staff members should have personal attributes that enable effective interaction with administrators, faculty, students, and colleagues.

Professional staff members should have appropriate coursework and training in psychological assessment, theories of personality, abnormal psychology, or psychopathology, legal issues in psychology, and learning theory. Professional staff members should also demonstrate knowledge of principles of organizational development and consultation.

Professional staff members should have a supervised practicum/internship at the graduate level in the counseling of college-age students.

Professional staff members should hold, or be eligible for, state licensure or certification, where such exist.

In cases where staff members are responsible for the supervision of colleagues or of graduate student trainees, staff members should have doctoral degrees or have appropriate experience in the training of other professionals.

The counseling services should maintain an in-service training program and a staff development program which includes supervision, case presentations, research reports, and discussion of relevant professional issues.

Teaching of courses in academic departments should be encouraged, where appropriate.

Staff members should participate in appropriate professional organizations and should have the budgetary support to do so.

Staff members should be encouraged to participate in community activities related to their profession.

Professional trainees, such as practicum students and interns (doctoral level trainees working at least half-time), as well as paraprofessional assistants, may perform, under supervision, various functions in the counseling services, where appropriate.

The size of a counseling services agency is a critical factor in determining the ability of the staff to meet objectives. Ratios for professional and support staff should be established and reviewed frequently with regard to enrollment, service demands, user surveys, diversity of services offered, institutional resources, and other mental health and student services that may be available on the campus and in the local community.

In addition to providing direct services, it is important that in accordance with individual qualifications and task assignments, staff time be allowed for preparation of interviews and reports, updating institutional information, research, faculty and staff contacts, staff meetings, training and supervision, personal and professional development, consultation, and walk-in and emergency counseling interventions.

Similarly, teaching, administration, research, and other such responsibilities are legitimate functions and where appropriate should be so recognized in the determination of individual workloads.

Clerical employees who deal directly with students should be carefully selected, since they play an important role in the students' impressions of the counseling services and often must make some preliminary client-related decisions.

Support and clerical staff must be adequate to perform receptionist, secretarial, and testing duties necessary for the effective functioning of the agency such that professional staff members spend the preponderance of their time on professional duties.

Funding

See General Standards

Facilities

See General Standards

Federal, state, and local safety and health requirements must be maintained.

Providers of counseling services should promote the maintenance of a physical and social environment that facilitates optimal human functioning.

—Counseling services, when feasible, should be physically separate from administrative offices, campus police, and judicial units.

—Individual offices for professional staff members should be provided and appropriately equipped. The offices should be designed to accommodate the functions performed by staff members.

—There should be a reception area that provides a comfortable and private waiting area for clients.

—The counseling services should maintain or have ready access to a professional library.

—In those instances where the counseling services include a career development unit, there should be a reading room which holds institutional catalogs and occupation/career information.

—An area suitable for individual and group testing procedures should be available.

—The counseling services should maintain, or have ready access to, group meeting space.

—The counseling services should maintain, or have access to, equipment that is capable of providing modern technical approaches to research, record keeping, media presentations, and treatment.

—Counseling services with training components should have adequate audiovisual recording facilities and, where possible, direct observation facilities.

Campus and Community Relations

See General Standards

It is desirable that the counseling services develop close cooperation with campus referral sources and with potential consumers of counseling services consultations. The counseling services should also work closely with other services and academic personnel whose goal is the promotion of psychological and emotional development.

The counseling services should work closely with the chief student affairs and chief academic affairs administrators to ensure the meeting of institutional goals and objectives.

Within the campus community, the counseling services should establish close cooperation with career planning and placement services, special academic support units (e.g., reading and study skills programs, learning assistance programs) and specialized student services (e.g., handicapped students, international and

minority students, academically disadvantaged students, women, veterans, and returning adult students).

The counseling services should establish and maintain a close working relationship with student health services as counseling services staff are often called upon to refer clients for medical concerns or hospitalization, or to serve as consultants to, or to seek consultation from, health services professionals.

The counseling services should foster relationships with academic units and with campus professionals in admissions, registrar's office, student activities, athletics, and residence halls, where appropriate.

Where adequate mental health resources are not available on campus, the counseling services must establish and maintain close working relationships with extra-institutional community mental health resources.

The counseling services should have procedures for the referral of students who require counseling beyond the scope of the institutional counseling services.

The counseling services should establish effective relationships with the institutional legal staff and the legal staffs of relevant professional organizations in order to effectively respond to pertinent legal issues and precedents which underlie the delivery of counseling and psychological services.

Ethics

See General Standards

Counseling services staff members must conform to relevant federal, state, and local statutes which govern the delivery of counseling and psychological services.

The counseling services staff members must be familiar with, adhere to, and perform in a manner consistent with relevant ethical standards in the field, including particularly the preparation, use, and distribution of psychological tests.

When the condition of a client is indicative of clear and imminent danger to the client or to others, counseling services professionals must take reasonable personal action that may involve informing responsible authorities, and when possible, consulting with other professionals. In such cases, counseling services professionals must be cognizant of pertinent ethical principles, state or federal statutes, and local mental health guidelines that stipulate the limits of confidentiality.

Information should be released only at the written request or concurrence of a client who has full knowledge of the nature of the information that is being released and of the parties to whom it is released. Instances of limited confidentiality should be clearly articulated. Implementation of limited confidentiality procedures should only occur after careful consideration.

Consultation regarding individual students, as requested or needed with faculty and other campus personnel, is offered in the context of preserving the student's confidential relationship with the counseling services. Consultation with parents, spouses, and public or private agencies that bear some responsibility for particular students may occur, but the confidentiality of the counseling relationship should be maintained.

Evaluation

See General Standards

Standards and Guidelines for
Disabled Student Services

Standards and Guidelines for Disabled Student Services can be interpreted or applied only in conjunction with the General Standards which contain the only reference to certain substantive standards common to all functional areas.

Prepared by the Council for the Advancement of Standards for Student Services/Development Programs, 1986.

Mission

See General Standards

Two primary purposes of the disabled student services are to improve the educational development of disabled students and to improve the understanding and support of the campus environment. The mission must be accomplished through direct assistance to disabled students, encouragement of their independence, creation and maintenance of an accessible physical environment, and the provision of a supportive psychological environment so students may achieve their educational objectives.

To ensure fulfillment of the mission, the services must have a clear set of goals which reflect the institution's characteristics and which:

- **advocate responsibly the needs of disabled students to the campus so that nondisabled individuals gain a general awareness of and sensitivity to disabled students' circumstances;**

  Responsible advocacy is necessary to ensure that the campus community is sufficiently aware of disabled students' needs so they are appropriately responsive to them. Attention should be given to students to ensure that each qualified individual receives equal access to services regardless of the type, extent, or duration of the disability.

- **conduct assessment of the needs of disabled students and the campus units with which they interact in meeting those needs;**

  These services should provide the primary source of information about disabled persons. Efforts should be made to develop multiple means of disseminating information in an effort to reduce attitudinal barriers.

  Some needs assessments will be formally structured, others informally, based upon ongoing experience with disabled students and units with which they interact. Assessments should be made systematically on a regular basis and address the academic, social, and physical needs of students as well as the psychological and physical environments of the campus. In turn, assessment findings should influence how present services are provided and suggest services for future development.

- **coordinate actions, policies, and procedures by individuals, units, and departments which affect disabled students;**

  The services should coordinate rather than duplicate the programs and activities offered by other campus agencies. The services should work toward a positive social and psychological environment that encourages rather than discourages the progress of individual disabled students and their integration within the general student body.

- **assure that disabled students have equal access to all institutional programs and services.**

  The services should provide direct assistance to individual disabled students, as needed, to assure them equal access to the institution's programs and services. This direct assistance may take various forms depending on the specific population to be served and the services available elsewhere, both on and off campus. Commonly provided services may include the provision of specialized assistance or equipment.

  In addition to providing direct assistance to disabled students, the disabled student services should assist institutional staff in developing positive attitudes toward the disabled.

  The services should play a major role in seeing that the institution, as a whole, is knowledgeable about and in compliance with legal requirements for access under Section 504 of the Rehabilitation Act of 1973.

Program

See General Standards

The program must provide those physical and/or academic support services which cannot be provided adequately or developed by other campus departments or services. However organized, the following components must be among those offered:

- **Identification of disabled students who are eligible for services and determination of appropriate services**

  Special attention should be given to making effective use of existing resources to avoid costly duplication of services and to ensuring that all campus offices/services are able to meet the needs of disabled students.

  The staff should make continuous efforts to identify all eligible disabled students and to encourage self-disclosure.

  Each disabled student requesting services should be screened in an intake interview. For disabilities that cannot be verified in an interview, documentation should be requested from physicians or diagnostic services.

  Information on the student's disability and its effect on academic performance and participation in campus life should be evaluated in order to provide adequate and appropriate services.

- **Provision of direct assistance to individual disabled students**

  A primary activity of the program is the provision of direct support services to individual disabled students. The services provided will vary among institutions based on the disabled population and the services available elsewhere on the campus and in the community.

  Support services should be designed to give disabled students the opportunity for access to campus programs and services as well as to meet the accessibility requirements of Section 504 of the Rehabilitation Act of 1973.

  The following types of direct support services should be available on most campuses: aides, readers, scribes, sign language and oral interpreters, and notetakers. Assistive devices such as print enlargers, tape recorders, and adaptations of standard equipment when appropriate should be available.

  Personal assistance for independent living is not required. Attendant care and equipment for private use may be considered for inclusion in the program, if funds are available.

- **Provision of high quality individual and group counseling and advising to disabled students**

  The nature of counseling and advising services offered will be determined by the particular qualifications of staff members and by the availability of such resources at each campus.

  Counseling and advising services should address the unique needs of disabled students and particularly focus on those strategies needed by disabled individuals to cope with and succeed in a college environment.

  Staff members should refer those students needing emergency, intensive, or specialized therapeutic help.

- **Provision of consultative and/or training assistance to campus and community agencies**

  Staff members with expertise should serve as consultants and technical assistants to departmental units and faculty to increase awareness and knowledge of disabled students' limitations and abilities. The services should also provide information on various academic accommodations including alternative teaching and testing techniques.

  The staff should provide information and technical assistance, including professional development activities, to other campus agencies that serve students, so that they can give direct assistance to disabled students.

  The services should be available as a campus training resource for students in human services disciplines. Designated staff members may serve as practicum instructors or intern supervisors.

- **Dissemination to the campus community of information about needs and legal rights of disabled students**

  Information regarding the availability of services for disabled students should be included in all major campus publications such as bulletins, student handbooks, recruitment materials, and class schedules. All publications should identify a contact point where disabled persons can obtain accessibility information. Disabled persons should be acknowledged in the institution's nondiscrimination statements.

  Policies and procedures such as life safety and evacuation plans should be modified to accommodate disabled students' needs.

  The services should ensure that published materials, such as brochures, student and faculty handbooks, and maps are available and properly distributed to disabled students.

  All publications should be regularly reviewed and updated to reflect the level of current services and populations served. The means should be available to provide printed information in alternate formats such as large print, braille, or tape recordings, if required.

Organization and Administration

See General Standards

The scope and structure of the administrative organization of disabled student services must be governed by the size, nature, and complexity of the institution and services offered. Most colleges and universities do not have a separate office or center for disabled student services. In such instances, a particular officer of the institution must be designated to provide direction and supervision so as to accomplish the program described herein.

The centrally organized services should be placed in the administrative structure to maximize the opportunity to work within the institution to develop and direct program activities effectively. Such services may function as an autonomous unit or component within the divisions of either student affairs or academic affairs. The services should involve advisory bodies of disabled students, particularly if no staff are disabled.

Human Resources

See General Standards

The institution must employ or designate adequate and qualified professional staff to provide for the unique needs of disabled students, to offer consultation to faculty and staff, and to serve as advocates for disabled students. To be qualified, professional staff members must have a graduate degree in a relevant field of study or an equivalent combination of education and experience.

Professional staff members should assist disabled students to accomplish their educational, personal, and social goals. Assistance should include: (a) developing and implementing programs and services; (b) consulting with faculty and staff on matters of reasonable accommodation; and (c) advocating for the improvement of the quality of life of disabled students. To be qualified, professional staff members should have a graduate degree from a relevant academic program such as student personnel, counseling, special education, psychology, or rehabilitation counseling.

Courses of study in content areas relevant to disabled student services might include research methodologies, counseling theories and techniques, the college student, occupational choice theory, medical aspects of disability, psychosocial aspects of disability, administration and interpretation of diagnostic tests, learning disabilities, program evaluation, disability and sexuality, law and the disabled, and student personnel administration.

Support staff such as interpreters, readers, aides, scribes, lab assistants, and office assistants should possess the academic preparation, experience, abilities, professional interest, and competencies essential for the efficient operation of services. Sign language and oral interpreters should have appropriate certification.

Support staff may include undergraduate or graduate students. Adequate training and supervision are essential.

Clerical and support staff should possess special knowledge and training in use of equipment unique to disabled students. Staff assignments should take into account the benefits of employing disabled persons.

Funding

See General Standards

The institution must provide financial resources that ensure effective services for disabled students consistent with the mission statement in this standard and which allow the institution to fulfill its obligations under Section 504 of the Rehabilitation Act of 1973.

In addition to normal budget categories, any designated staff member or separately organized disabled student service may have special budgetary requirements. These items may include the purchase and maintenance of special equipment necessary to provide access for disabled students to institutional programs. Necessary equipment may include telephone communication devices for the deaf (TDD) for office use, talking computer terminals, reading machines, devices for enlarging print, braillers, and variable speed tape recorders where needed. (This does not include personal equipment such as wheelchairs, hearing aids, or braces, etc.) The number and nature of such devices that are provided should be governed by the needs of the disabled student population and the capacity of the institution to provide them.

Facilities

See General Standards

The service must be conveniently located on campus and readily accessible to disabled students.

Any facilities designated for these services should be designed to allow for simultaneous activities without confusion, disorder, discomfort, or loss of confidentiality. All furniture, space, and equipment should be accessible. Particular concern should be given to such things as restrooms, water fountains, elevators, and corridors. In addition, such facilities should:

—provide access to appropriate space for counseling, reading, writing, and other activities that require confidentiality or intense concentration;

—provide adequate space at appropriate campus locations for assistive devices such as tape recorders, braillers, word processors, closed circuit devices for enlarging print, and equipment with speech output (computers, calculators, and reading machines) for student use;

—have an identifiable and accessible information area;

—have adequate handicapped parking as near as possible to an accessible entrance; and

—have adequate warning devices such as strobe/buzzer fire alarms for emergencies.

Campus and Community Relations

See General Standards

The services must maintain good working relationships with campus and community service agencies to ensure that disabled students receive necessary and equitable services.

The services should take an active role in the coordination of the institution's response to the needs of disabled students. This is essential to ensure continuity of services, resource management, consistent institutional policies, and the integration of disabled students into the total campus experience.

The services should maintain a high degree of visibility with the academic units through direct promotion and delivery of services, through involvement in determining what constitutes reasonable accommodation, and through promoting increased understanding of the special needs of students with disabilities.

The services should be informed about, and actively involved in, influencing and affecting the policies and practices of other agencies which directly affect disabled students. These include areas such as admissions, orientation, academic advising, counseling, career planning and placement, housing, transportation and parking, financial aid, health services, safety and security, scheduling, and public information as well as campus-wide committees that bear on these agencies and their services.

Disabled service staff members should be particularly cognizant of the fact that for many disabled students the institution is only one part of their support system. Some important needs of disabled students are met through interaction with community agencies such as state vocational rehabilitation, veterans administration, social security, and other social service agencies. The disabled student service staff should act as a liaison between student services, academic services, and community services on behalf of disabled students.

Ethics

See General Standards

Any professional service staff member concerned with disabled students should maintain objectivity in relationships with disabled students and should advocate similar objectivity among other members of the campus community.

Evaluation

See General Standards

To determine the effectiveness of the organization and administration of the services a data collection system should be implemented. Program evaluation should be obtained from designated staff members, student users, and faculty members.

An analysis of population characteristics and trends in disabled student services use should be conducted. Data should be compiled annually on attrition and graduation rates for students using the services.

The services should include on its advisory bodies disabled students and other disabled persons particularly if no program staff members are disabled.

Standards and Guidelines for
Fraternity and Sorority Advising

Standards and Guidelines for Fraternity and Sorority Advising can be interpreted or applied only in conjunction with the General Standards which contain the only reference to certain substantive standards common to all functional areas.

Prepared by the Council for the Advancement of Standards for Student Services/Development Programs, 1986.

Mission

See General Standards

On those campuses with social fraternities and sororities, the program must promote the growth and development of students who choose to affiliate with Greek letter groups, and seek to promote the Greek system as an integral and productive part of the institution.

To accomplish the mission, the goals of the program must include:

- **promoting the intellectual, vocational, social, recreational, and moral development of students;**
- **providing training in leadership skills and other personal and social skills;**
- **promoting student involvement in extracurricular activities and community projects;**
- **providing training in group processes, including the development of "esprit de corps";**
- **promoting Greek life as a productive and viable lifestyle on campus; and**
- **promoting an appreciation for different lifestyles and cultural heritages.**

Participation in a fraternity or sorority "chapter" represents one of several alternative lifestyles for college students to pursue. Participation is often identified with formalized "rites of passage" including but not limited to: selection, pledging (probationary period), initiation (formal induction into the organization), and lifelong membership. Professional staff members should promote student development objectives in the context of the collegiate Greek experience.

Staff members should attempt to coordinate the resources and activities of Greek life with those of the rest of the college community and seek to develop a coherent program to promote the education and welfare of participating students.

Program

See General Standards

Fraternity and sorority programs must include at least the following elements:

- **Educational programming to enhance the Greek life member's knowledge, understanding, and skills essential for academic success, personal development, and the exercise of leadership**

  Educational programming should complement the academic curriculum. Activities which improve the student's chances of academic success are particularly important. Activities which address the personal maturation and development of students should be purposeful.

  Staff members should provide for programs that encourage faculty and administrator involvement and interaction with students.

  Leadership programs should be designed to help the individual effectively understand and manage group processes, particularly the relevant aspects of group self-governance.

- **Social and recreational programming to enhance the Greek life members' knowledge, understanding, and skills necessary for social success and the productive use of leisure time**

  Social skills programs should be designed to assist the individual to develop more complex and satisfying interpersonal relationships.

  Citizenship programs should be designed to assist students to become more responsible and involved community members.

  Recreation programs should be designed to promote intramural sports participation and other constructive leisure time activities, addressing the psychological as well as the physical well-being of each individual.

- **Advocacy within the college administration for Greek life experiences and organizations as appropriate; and promotion, both within and without the Greek system, of broad understanding of Greek life members' rights and responsibilities. Such are properly defined by both the institution's rules and regulations and the individual's fraternity or sorority.**

  Professional staff members should help students function productively within the institution and to fully understand individual and group rights and responsibilities. This may include such activities as: interpreting institutional policies, administrating discipline, acting to eliminate hazing, conducting performance evaluations, and providing outreach programming to familiarize other departments and community agencies with Greek life.

- **Advising Greek life groups, their individual members, and their chapter officers with regard to their leadership roles and responsibilities**

  Advising services may include:

  —monitoring scholastic standing of chapters and chapter members and recommending programs for improvement;

  —providing workshops, programs, retreats, and seminars on relevant topics (e.g., substance abuse, human relations, human sexuality, and eating disorders);

  —meeting with chapter leaders to discuss individual goals and developmental needs as well as chapter goals and developmental needs;

  —attending individual chapter meetings on a periodic basis;

  —disseminating information via monthly meetings, newsletters, and/or information bulletins to the various groups involved in Greek life (e.g., chapter advisors, house corporation members, chapter presidents, and institutional administrators);

  —coordinating the scheduling of service projects of individual chapters;

  —encouraging chapter members' attendance at regional and national conferences;

  —utilizing needs assessment instruments to evaluate chapter development and recommend programs for improvement;

—advising the Interfraternity Council and the Panhellenic Council to enhance leadership development of young leaders;

—providing assistance and advice in the planning of both Greek system and individual chapter programs (e.g., Greek Week, fund raising, and fiscal management);

—assisting chapters in identifying and gaining access, where appropriate, to institutional services (e.g., printing, bulk mailing, legal assistance, alumni affairs, and computer services);

—providing a membership directory of chapter officers and a calendar of events for all chapters;

—publishing a newsletter that focuses on current events, leadership opportunities, and Greek life information;

—developing a speaker's directory that focuses on educational programs for distribution to fraternity/sorority chapters;

—conducting annual fire prevention and energy conservation programs in conjunction with local agencies;

—coordinating cooperative buying efforts on behalf of the local chapters; and

—monitoring of membership statistics and academic retention by chapter and system.

Organization and Administration

See General Standards

Many models for organizing fraternities and sororities exist. The size and philosophy of the system within the institution will determine its organizational parameters. It may include separate living arrangements with various levels of affiliation with the college. However, the Greek life system should be a fully integrated component of the institution's student development program. The normal administrative placement of staff members who work with fraternities and sororities is with the Dean of Students or an equivalent officer.

Human Resources

See General Standards

Administrative expertise is critical to the success of the program, with effective management required in the areas of housing, dining, accounting, alumni relations, and programming.

There should be sufficient professional staff resources to allow for the coordination of chapter and system developmental activities, including planning, implementation, and evaluation. Staff should be qualified to work with various internal and external agencies in formulating the goals and directions of the chapters and system, consistent with institutional policies.

Specific coursework helpful in a graduate program may include organizational development, speech, research, group dynamics, counseling techniques, leadership development, learning theories, and human development. A Greek life advisor should have experience in educational programming.

The use of graduate assistants and interns may be a way to expand staff capabilities and to provide valuable experience for young professionals who have an interest in the Greek life advising function.

Staff should coordinate the information gathering and dissemination processes relative to Greek life and serve as an immediate information resource for students, alumni, and other administrators.

When appropriate, student employees or volunteers may be utilized and assigned responsibilities for specific projects that are administered or coordinated within the program. Students can lend a valuable perspective to educational programming efforts.

(See also Campus and Community Relations in this Standard.)

Funding

See General Standards

When any special institutional or Greek system funding or expenditure accounts are used, professional staff members should provide for the collection and disbursement of such funds, utilizing the accounting procedures of the institution.

Facilities

See General Standards

Houses or common rooms that are owned, rented or otherwise assigned to fraternities or sororities for their use must be managed in accordance with all applicable regulatory and statutory requirements of the host institution and relevant government authorities.

In order to effectively carry out the activities, services, and programs of the Greek life advising functions, adequate space should be provided for private consultations, a work area for support staff, and a resource library. Any office provided should be accessible to students served by the program, and should be integrated with other institutional student support services.

Campus and Community Relations

See General Standards

To enhance the potential for student development and to properly represent institutional governance concerns, the advisor must seek to utilize multiple resources in the delivery of services and programs. These include, minimally, the national headquarters staff, alumni, the chapter officers and the membership, faculty members, and other institutional administrators.

Faculty members are valuable as chapter advisors and role models for students. They serve on committees that may help focus on institutional issues affecting the Greek system. Further, faculty members can help shape the institutional policy with regard to the Greek system. Communicating with faculty effectively and consistently will increase the chances for success in creating a meaningful living/learning environment for a chapter. This communication will enhance the possibility of improving the academic success of each Greek life student and increase understanding of educational goals.

The Greek life advisor is normally the principal representative of the administration to the Greek life community. Also, the advisor is normally the principle advocate for the Greek system within the administration.

Fraternities and sororities are unique campus groups. Because of the multiple sources of authority that may impact chapter activities, institutions should clearly articulate their relationships to Greek life organizations. Such statements should include, but are not necessarily limited to: (a) a description of the system; (b) historical relationships; (c) educational role of fraternities and sororities; (d) conditions and responsibilities of affiliation; (e) housing/facilities; (f) support and program orientation; (g) governance and authority; (h) reference to comprehensive policy documents; (i) expectation of the institution and the Greek system; and (j) accountability to other student governing bodies.

In many instances, chapter houses are located in community neighborhoods, and good working relationships with merchants and community leaders must be maintained to promote cooperative solutions to problems that may arise.

Chapters may have access to and be governed by local government community services and agencies. The Greek life advisor should assist students to maintain responsible community living patterns. Commonly, issues such as fire safety, noise control, parking, and security require ongoing attention.

Alumni can serve as valuable resources. The Greek life program should encourage and enlist a productive level of involvement of alumni and should assist with information exchange activities and with alumni sponsored program efforts.

Staff must maintain effective contact with national headquarters officers.

A team approach in working with students in the local chapters should be a common goal of Greek life advisors, alumni, and national offices.

Ethics

See General Standards

Staff members must demonstrate a high level of ethical conduct.

A statement of ethics for each fraternity and sorority chapter should be adopted which strives to:

—treat fairly all students who wish to affiliate;

—eliminate illegal discrimination in selection of members; and

—uphold applicable standards of conduct expressed by respective national organizations.

Evaluation

See General Standards

Evaluation of Greek life goals and objectives should be sought from relevant administrative units, community agencies, alumni, students, faculty, and national headquarters staff. Selected critical aspects of evaluations should be recorded and maintained by the institution.

Evaluations should address the following:

—The Greek system, programs, services, and activities

Assessments should be made to determine the strength of leadership, the system's purposes and priorities, the stability of programs, activity congruity with institutional and system purposes, and the availability and stability of resources.

—Chapter needs, goals, and objectives

The vitality of each chapter needs to be assessed regularly. Evaluation of each group's leadership, self-sufficiency, productive activities, and relative status within the campus community should be undertaken regularly.

—The living environment of each chapter

Periodic yearly safety inspections should be conducted of all housing facilities. Kitchens, building electrical systems, heating systems, and fire control equipment require special attention.

Standards and Guidelines for
Housing and Residential Life Programs

Standards and Guidelines for Housing and Residential Life Programs can be interpreted or applied only in conjunction with the General Standards which contain the only reference to certain substantive standards common to all functional areas.

Prepared by the Council for the Advancement of Standards for Student Services/Development Programs, 1986.

Mission

See General Standards

The residential life program is an integral part of the educational program and academic support services of the institution. The mission must include provision for educational programs and services, residential facilities, management services, and, where appropriate, food services.

To accomplish the mission, the goals of the program must provide:

- **a living-learning environment that enhances individual growth and development;**
- **facilities that ensure well-maintained, safe, and sanitary housing conditions for students, and otherwise accommodate residential life programs;**
- **management services that ensure the orderly and effective administration of all aspects of the program; and**
- **food, dining facilities, and related services that effectively meet institutional and residential life program goals in programs that include food services.**

Program

See General Standards

To effectively fulfill its mission and goals, the program must provide the following:

1. **Individual and group educational and developmental opportunities**

   Opportunities should include activities and/or experiences in:

   —living cooperatively with others;

   —developing and clarifying values;

   —developing independence and self-sufficiency;

   —developing appreciation for new ideas, cultural differences, and life style differences;

   —enhancing respect for self, others, and property;

   —exploring and improving interpersonal relationships;

   —making educational and career decisions;

   —acquiring and using knowledge;

   —understanding and managing personal health requirements, personal finances, and time;

   —developing and exercising leadership skills;

   —exploring and managing the use of leisure time;

   —promoting and demonstrating responsible social behavior such as nonexploitive and nondiscriminatory racial and sexual relationships; and

   —promoting and demonstrating a proper understanding of the results of drug and alcohol use.

   Educational programming, advising, and supervisory activities of the residential life staff should address developmental objectives and will vary in accordance with locally assessed needs. Examples include:

   —introduction and orientation of students to services, facilities, staff members, and staff functions;

   —education on safety, security, and emergency precautions and procedures;

   —encouragement of student participation in institutional and residence hall programs;

   —encouragement of an atmosphere conducive to academic pursuits;

   —explanation of institutional and residential living policies, procedures, and expectations;

   —provision of information about relevant civil and criminal laws;

   —provision of written institutional disciplinary policies and procedures;

   —encouragement of students to develop a sense of responsibility for their community through:

   participation in policy decisions,
   confrontation of and education about inappropriate and disruptive behavior,
   participation in mediating conflict within the community,
   assessing fair charges to individual(s) responsible for damages, and
   participation in evaluating the housing program;

   —provision of academic information;

   —provision of a planned array of social, recreational, educational, and cultural programs;

   —assessment of needs for special interest populations;

   —making appropriate referrals;

   —provision of individual advising or counseling support; and

   —provision of student consumer information.

2. **Residential facilities that are clean, safe, well maintained, reasonably priced, attractive, comfortable, properly designed, and conducive to study**

   Functions associated with this goal include: maintenance and renovation, equipment replacement, custodial care, energy conservation, and grounds care.

   —Maintenance/renovation programs should be implemented in all housing operations and may include: (a) a preventive maintenance program designed to extend the life of the equipment and facilities, (b) a program designed to repair in a timely manner equipment and building systems as they become inoperable, and (c) a renovation program that modifies physical facilities and building systems to make them more effective, attractive, efficient, and safe.

—Systematically planned equipment replacement programs should exist for furnishings, mechanical systems, maintenance equipment, carpeting, draperies, and kitchen equipment, where applicable.

—Regularly scheduled cleaning of public areas should be provided.

—Energy conservation efforts should be implemented through educational programs, as well as through timely renovation and replacement of inefficient equipment and obsolete facilities.

—Grounds, which may include streets, walks, and parking lots, should be safe, clean, and attractively maintained.

3. **Management functions including planning, personnel, property management, purchasing, contract administration, financial control, and, where applicable, conference administration**

Financial reports should be available to all responsible offices and should be utilized to provide an accurate financial picture of the organization, and to provide clear, understandable, and timely data on which housing officers and others can base decisions and make plans.

Representatives of the residence hall and family housing communities should be given the opportunity to comment on proposed rate increases and operating budgets. Rate increases should be announced and discussed well in advance of their effective date.

Purchasing and property management procedures should be designed to ensure value for money spent, security for supplies and furnishings, and maintenance of proper inventories.

Clear and comprehensive communications and written individual housing agreements should be utilized to establish terms applicable to students and to the institution. There should be clear communication to students, other interested members of the campus community, and potential residents of the procedures and priorities for securing a room and/or board contract. Procedures for canceling, subleasing, or being released from a contract should be written and distributed, if there are provisions for such release.

All service functions should be efficiently and effectively managed. Any off-campus housing referral or information service and any conference operation should be administered in a manner consistent with the mission and goals of the institution.

4. **Food services, where applicable, which provide high quality, nutritious, and reasonably priced meals**

Food services should include provision of a variety of nutritional meals, secure and sanitary food storage, recipes which ensure appetizing food, good customer relations, pleasant dining environments, and safe and sanitary conditions.

Organization and Administration

See General Standards

An effectively unified organizational structure, including both management and program functions, should be employed. In this way, the entire organization can function to meet all the housing needs of students, rather than through multiple and separate organizational lines of communication and authority. Where the campus organization dictates a split structure, it is the joint responsibility of the program and the management staffs to establish and maintain effective communication.

Human Resources

See General Standards

The staff must consist of one or more professionals who is aware of the goals, objectives, and philosophy of the residential life program.

All housing professional staff members should strive to develop and maintain staff relations in a climate of mutual respect, support, trust, and interdependence, recognizing the strengths and limitations of each professional colleague.

The director and other professional staff members must have an appropriate combination of graduate coursework, formal training, and supervised work experience.

Professionally-trained Staff Members

An effective housing staff consists not only of professionally trained staff members but also paraprofessional, technical, clerical, and other support staff members. Qualifications for housing officer positions can be gained through formal academic preparations, workshops, self-study, work experience, participation in professional organizations, and in-service training.

Chief housing officers (i.e., director) should have attained a graduate degree in higher education, business administration, or a behavioral science, or possess an appropriate combination of education and experience.

—The director should have knowledge of and experience with human behavior and business management. Recommended concentration areas for preparation are (a) human behavior (e.g., learning theory, philosophical foundations, social psychology, American college student, contemporary issues, minority concerns) and (b) business management (e.g., accounting, statistics, marketing, budgeting and report analysis, computers, and business management functions such as planning, organization, staffing, directing, and controlling).

—The housing officer in charge of physical plant administration should possess at least a bachelor's degree and related experience in engineering and maintenance. This officer should coordinate residential staff and students' interactions with the functions of construction, maintenance, and custodial work. This includes all areas of construction and maintenance of residential facilities. These functions should be carried out

with full cognizance and in support of educational goals, under the direction of the chief housing officer. Recommended academic areas related to preparation for this position include (a) architecture and design principles; (b) construction and engineering principles, and (c) prevention maintenance theory and practice.

—The administrator in charge of food service should have earned at least a bachelors degree in dietetics or hotel and restaurant administration and have substantial experience in the food services.

It is the responsibility of the food services officer to manage those functions that are necessary to provide wholesome, appetizing, and nutritious meals for students, conferees, and guests. The functions should be carried out with food services staff and in support of residential education, under the direction of the chief housing officer. Preparation for this position may include courses in (a) dietetics and menu planning, (b) principles of public health and sanitation, and (c) institutional food services management.

—The administrator in charge of educational programming should possess at least a masters degree in college student personnel, counseling or related field, or an appropriate combination of education and experience.

—Demonstrated skills of leadership and communication, maturity, a well developed sense of responsibility, sensitivity to individual differences, a positive self-concept, academic success, and an obvious interest and enthusiasm for working with students are desirable characteristics for both professional and paraprofessional staff members.

—Educational programming should provide for interaction with academic faculty so that students' living experiences complement and reinforce classroom learning. Recommended courses for preparation for programming positions may include: (a) developmental psychology, (b) group theory, (c) American college student, (d) contemporary issues, (e) minority concerns, and (f) principles of management.

—The housing officer in charge of central office administration should possess a graduate degree in any of the areas previously cited as well as significant administrative experience. Recommended courses for preparation for office administration may include: (a) introduction to college housing principles, (b) college law and landlord/tenant law, (c) labor relations, (d) organizational theory, (e) communications, (f) personnel administration, (g) public relations, (h) higher education administration, (i) research and evaluation, (j) management principles, (k) organizational development, and (l) principles of college student development.

Resident Assistants (paraprofessionals)

Residential life operations are highly dependent upon the use of part-time student employees (the most common example being resident assistants) for the implementation of all programs that impact student residents. The resident assistants are expected to contribute to the accomplishment of the following functions: (a) educational programming, (b) administration, (c) group and activity advising, (d) leadership development, (e) discipline, (f) role modeling, and (g) paraprofessional counseling.

Funding

See General Standards

Funding should be adequate to provide for continuous upkeep of facilities, major maintenance and renovation of facilities, educational programming, and services to residents. Adequate reserves for essential repairs, replacement, and capital improvements should be provided.

Student governance units (e.g., hall or campus-wide residential councils) should have access to accounting offices and services to effectively carry out their functions. Dues collected from students for programs and services should be managed within the institution. Fees collected through the use of housing facilities should be dedicated to the support and improvement of housing programs and facilities.

Facilities

See General Standards

Facilities must provide sufficient and appropriate space to accommodate program goals and objectives and meet students' needs for safety and security. Facilities must be maintained at optimal levels of cleanliness, repair, and decor. Spaces provided must include adequate areas for study, office functions, lounging, recreation, and group meetings.

Individual rooms should be adequately furnished to accommodate all occupants assigned to the room. All community bathrooms and other public areas should be cleaned at least daily on week days. Ramps, bathrooms, elevators, room fixtures, and other appropriate special provisions to accommodate mobility-impaired students should be well maintained, clearly marked, and their availability thoroughly communicated to current and potential students. Public common areas such as study rooms, exercise rooms, TV rooms, and kitchens, should be adequately furnished to accommodate a planned number of residents. Sufficient space for maintenance work and storage should be available in close proximity to the assigned area of the maintenance and custodial staff. Residence halls should be furnished and maintained in a manner designed to provide security, comfort, and an atmosphere conducive to study, as well as providing facilities that promote individual growth and development. Adequate office space and equipment for staff should be provided. Laundry facilities should be provided within or in close proximity to living areas.

Campus and Community Relations

See General Standards

Particular efforts should be made by the staff to develop positive relationships with campus and off-campus agencies responsible for student counseling services, student health services, student activities, security and safety, academic advising, campus mail and telephone services, physical plant services, institutional budgeting and planning, vendors and suppliers of products used in residence halls, and private and commercial housing operators.

Representatives of the residence hall and family housing communities should be given the opportunity for comment on proposed rate increases and the operating budget.

Housing staff members should be particularly aware of and supportive of the role of faculty. Faculty members should be encouraged to become involved in the residential program by presenting workshops, lectures, symposia, or by other means. Possibilities for faculty members to reside for a scheduled time in the residence halls as a community building activity or to accomplish a specific program objective should exist.

Ethics

See General Standards

The housing professional should acknowledge a special responsibility for the welfare of resident students. Because of the enormity of time spent in the residential setting and the breadth of impact that it can have on the life of the student, an extraordinary sense of concern for successful study and development is appropriate.

All housing professionals have an obligation to understand the educational goals of the institution and to aid in the support and realization of these goals.

Each housing professional should accept students as individuals, each with rights and responsibilities, each with goals and needs, and with this in mind seek to create and maintain a group living environment that enhances learning and personal development.

Evaluation

See General Standards

Standards and Guidelines for
Judicial Programs and Services

Standards and Guidelines for Judicial Programs and Services can be interpreted or applied only in conjunction with the General Standards which contain the only reference to certain substantive standards common to all functional areas.

Prepared by the Council for the Advancement of Standards for Student Services/Development Programs, 1986.

Mission

See General Standards

The goals of judicial programs and services (hereinafter programs) must address institutional needs to:

- **develop, disseminate, interpret, and enforce campus regulations;**
- **protect relevant legal rights of students;**
- **deal with student behavioral problems in an effective manner;**
- **facilitate and encourage respect for campus governance; and**
- **provide learning experiences for students who participate in the operations of the judicial system.**

Judicial programs should contribute to the teaching of appropriate individual and group behavior as well as to protecting the campus community from disruption and harm. The programs should be conducted in ways that will serve to foster the ethical development and personal integrity of students and the promotion of an environment that is in accord with the overall educational goals of the institution.

Program

See General Standards

1. **Authority**

   A written statement describing the authority, philosophy, jurisdiction and procedures of the campus judicial programs must be developed and disseminated to all members of the campus community.

   This statement should address at least:

   —whether student conduct, academic discipline, and civil rights are within the programs' jurisdiction;

   —sanctions which may be imposed; and

   —a clear description of the relationship between judicial programs and both campus and external law enforcement agencies, including guidelines for when law enforcement authorities will be called in.

2. **Components**

   The following components of a judicial system for students must be described in writing:

   hearing officer,
   hearing bodies and their jurisdictions,
   conduct regulations,
   emergency suspension,
   pre-hearing procedures,
   hearing procedures,
   disciplinary sanctions,
   appeals procedures,
   confidentiality standards, and
   records policy/procedure.

   Generally, the judicial programs system should involve students on all boards; however, membership on boards is not limited to students. The system should process complaints in a timely fashion, and yet allow sufficient time for an investigation of all allegations prior to a hearing.

   Procedures and processes must ensure timely, substantive, and procedural due process.

   The judicial programs should provide students with ample opportunity to receive advice about the process, a general time frame for resolution, and a delineation of individual responsibilities in the process.

   Institutional disciplinary action against individual students must be administered in the context of a unified and coordinated set of regulations and processes in order to ensure fair, equitable, and legal outcomes. Allegations of improper behavior (including especially academic dishonesty) originating from both instructional and noninstructional components of the institution must be encompassed in a single comprehensive judicial system for students.

   The institution should be clear about which body or individual has jurisdiction over which conduct regulations. Students should be assisted to understand the sources and lines of authority.

   The programs should maintain written records that can serve as referral materials, document precedents, identify recurring problems, and be source materials for appeals.

   The programs should follow up on cases to ensure that decisions are being properly enforced.

3. **Information to Campus Community**

   The institution must publish information about all aspects of the campus judicial programs.

   The publication should contain:

   —campus policies, such as those concerning legal representation, and the maintenance, confidentiality, and expunging of disciplinary records;

   —campus procedures such as filing a disciplinary action, gathering evidence and conducting investigations, conducting a hearing, and notifying a student of the hearing/appeal board's decision;

   —the composition, authority, and jurisdiction of all judicial bodies;

   —the types of advice that the complainant and others can receive about the process;

   —the types of disciplinary sanctions, including emergency suspension procedures; and

   —a general explanation of how and when noncampus law enforcement officials are used.

Such a publication should be distributed through a process which reaches all students. Students should not have to request this publication. Dissemination mechanisms may include:

—institutional catalogue;

—the orientation program;

—admissions and registration materials; and

—campus billing material.

4. Hearing Authority

In addition to a hearing officer, the campus judicial services must include at least an initial hearing body containing representatives of the campus community, which must be responsible for carrying out judicial services functions delegated by the administration. An appellate board or authority is appropriate for cases when sanctions may include suspension or explusion. Disciplinary hearings with a single hearing officer are used normally with the consent of the accused or in minor cases.

Duties and responsibilities of judicial body members may include:

—reviewing disciplinary referrals and claims;

—interpreting misconduct allegations and identifying specific charges to be brought against the student(s);

—conducting preliminary hearings and collecting evidence pertinent to the charges;

—advising students on their rights and responsibilities;

—engaging in substantive discussions with students about relevant ethical issues;

—scheduling, coordinating, and conducting hearings;

—reviewing decisions from lesser hearing bodies when applicable;

—notifying the complainant in writing of relevant decisions and the board's rationale for such;

—maintaining accurate written records of the entire proceeding;

—referring information to an appeal board when applicable;

—following up on sanctions to ensure they have been implemented;

—following up with students who have been sanctioned to ensure awareness of available counseling services; and

—establishing and implementing a procedure for maintenance and destruction of disciplinary records.

A staff judicial officer may be assigned responsibility for training judicial body members, scheduling and facilitating evaluations, and familiarizing faculty, administration, and staff on legal and disciplinary matters.

Judicial body members may participate on campus government committees associated with student conduct, except when a conflict of interest will result.

5. Training of Judicial Body Members

Initial and in-service training of all hearing body members must be provided.

In order for judicial body members to fulfill their duties, initial training of board members may include:

—an overview of all judicial policies and procedures;

—an explanation of the operation of the judicial process at all levels, including authority and jurisdiction;

—duties and responsibilities of all judicial bodies and their members;

—review of constitutional and other relevant legal individual and institutional rights and responsibilities;

—an explanation of sanctions;

—an explanation of pertinent ethics, including particularly the importance of confidentiality;

—a description of available personal counseling programs and referral resources; and

—an outline of conditions and interactions which may involve noncampus law enforcement officials, attorneys, witnesses, parents of accused students, and the media.

In-service training should include participation in relevant workshops, seminars, and conferences. A library containing current resources about the judicial system should be maintained.

Organization and Administration

See General Standards

Human Resources

See General Standards

A qualified member of the campus community must be designated as the person responsible for judicial programs.

The designee should have an educational background in the behavioral sciences (e.g., psychology, sociology, student services/development including moral and ethical development, higher education administration, counseling, law, criminology, or criminal justice).

The designee and any other professional staff member in the judicial programs should possess:

—a clear understanding of the legal requirements for substantive and procedural due process;

—legal knowledge sufficient to confer with attorneys involved in student disciplinary proceedings and other aspects of the judicial services system;

—a general interest in the welfare and development of students who participate on boards or who are involved in cases;

—demonstrated skills in working with decision-making processes and conflict resolution;

—teaching and consulting skills appropriate for the education, advising, and coordination of hearing bodies;

—ability to communicate and interact with students regardless of race, sex, physical disability, or other personal characteristics;

—understandings of the requirements relative to confidentiality and security of judicial programs files; and

—ability to create an atmosphere where students feel free to ask questions and obtain assistance.

Preprofessional staff from graduate academic programs, particularly in areas such as counseling, student services/development, or higher education administration and criminology, may assist the judicial programs through practica, internships, and assistantships.

Students who participate on boards may be awarded academic credit for their participation in the system. Clear learning objectives and assignments should be outlined to insure that a student's grade for this participation is in no way influenced by his/her decisions on a particular case.

The institution must ensure that the judicial programs staff has access to legal consultation.

Funding

See General Standards

Facilities

See General Standards

The judicial programs must have access to facilities of sufficient size and arrangement to ensure confidentiality of records, meetings, and interviews.

The facilities should include a private office where individual consultations and prehearing conferences with those involved in disciplinary actions may be held, hearing room facilities, a meeting room for small groups, a library or resource area, and a secure location for confidential records.

Campus and Community Relations

See General Standards

Representatives of the judicial programs system for students should meet regularly with pertinent constituencies (e.g., student government, student services/development, staff, faculty, academic administrators, campus police, legal counsel, and other appropriate persons) in order to exchange information concerning their respective operations and to identify ways to work together to prevent behavioral problems and to correct existing ones.

Ethics

See General Standards

Staff members must treat all students with impartiality, adhering to principles of due process.

The name, status, and alleged offense of any student must not be discussed with anyone other than appropriate institutional personnel. Except as required by law, the content of any judicial body deliberations or the vote on any case must not be disclosed. A general listing of offenses may be made public, so long as the privacy rights of individual students are protected.

Staff and judicial body members must be responsible for disclosing conflicts of interest that might preclude them from participating in the judicial process.

Staff and judicial body members must uphold institutional regulations in their conduct and perform their duties in an exemplary manner.

Evaluation and Research

See General Standards

Evaluation of judicial programs should be continuous including at a minimum:

—performance evaluations of all staff members by their supervisor;

—periodic performance evaluations of individual hearing bodies;

—ongoing evaluation of training programs and publications; and

—evaluation of the effectiveness of the overall judicial programs. Such an evaluation might reasonably include research inquiries into the:

(a) general impressions of the discipline system according to students, faculty, and staff members;

(b) developmental effects on students and judicial board members;

(c) annual trends in case load, rates of recidivism, types of offenses, and efficacy of sanctions; and

(d) unique aspects of special function or special population judicial boards (e.g., traffic court or residence hall board).

Standards and Guidelines for
Learning Assistance Programs

Standards and Guidelines for Learning Assistance Programs can be interpreted or applied only in conjunction with the General Standards which contain the only reference to certain substantive standards common to all functional areas.

Prepared by the Council for the Advancement of Standards for Student Services/Development Programs, 1986.

Mission

See General Standards

The mission of a learning assistance program must be to provide for instruction and services that will (a) support students in the development of skills necessary for their effective performance in and positive adjustment to the learning environment and (b) support faculty and staff in the improvement of classroom teaching and other instructional activities.

The goals of a learning assistance program should be to:

—provide remedial and other programs that teach skills which maximize the learning potential, academic performance, and adjustment of students;

—enable students to apply those skills they are developing to actual classroom learning situations;

—provide faculty with services and resources for improving teaching and supplementing classroom instruction;

—offer individualized and self-paced programs; and

—help students develop positive attitudes and confidence in their ability to learn.

To accomplish these goals the following considerations should be given careful attention:

—Learners are the central focus of the programs and services.

—Learners include students of all ages who are matriculating on a full-time or part-time basis as well as faculty and staff members.

—The learning assistance program should assist its parent institution in maintaining standards of academic excellence through programs and services to students and faculty.

—Learning assistance programs should be based on a philosophy that learning is influenced by cognitive, affective, and psychomotor domains, thus involving the whole person.

Program

See General Standards

A learning assistance program must provide services and programs designed to help students build cognitive and affective skills for effective learning performance. These programs and services must include:

- **diagnosis of cognitive and affective skills;**

  The program should provide for and/or use diagnostic tests and interviews to determine the cognitive and affective needs of students.

- **instruction and activities which enable students to become independent and confident learners;**

  The program should disseminate information on the availability of services through college publications (e.g., catalogs, student handbooks, and brochures); through presentations to students, staff, and faculty members; and through campus and local media announcements.

  Learning assistance programs include instruction and activities for developing learning skills. Depending on the scope of the program, skill development programs should address study skills, reading, mathematics, writing, critical thinking, and problem solving. Subject matter tutoring, graduate examination preparation courses, and time management workshops may also be offered.

  The program should provide, either directly or by referral to appropriate units, programs dealing with affective needs that influence learning. These often include: test anxiety reduction, assertiveness training, values clarification, educational and cultural adjustment, concentration improvement, motivation improvement, and other topics that have a positive effect on a student's confidence, self-concept, and ability to achieve.

- **support in applying appropriate learning and affective skills to the student's formal academic environment;**

  The program should provide continuous evaluation and feedback concerning the student's progress in reaching his/her learning skill and affective goals. Staff members should assist the student in understanding the relevance of the skills that are learned in the program to the student's experience with classroom situations.

- **referrals to needed programs and services not offered by the learning assistance program.**

  Staff members should make referrals, when appropriate, for: alcoholism or other addiction treatment or counseling; baby and child care; learning disabilities; and psychiatric or psychological help.

The learning assistance program must provide opportunity to faculty, staff, and administrators for consultation and assistance which would assist them in recognizing and understanding the learning skill needs of students.

The learning assistance program must provide in-service education programs in instructional development.

The learning assistance program must conduct programs and activities which promote understanding of the learning needs of the student population and the program's role in accomplishing the academic mission of the institution. Staff must share knowledge and expertise about helping students to develop appropriate learning skills, attitudes, and behaviors with faculty, staff, and administrators.

The program should be a resource to other members of the campus community who are interested in knowing and learning about the skills needs of students and how to help students achieve their learning goals. Some of the ways in which learning centers promote this understanding include:

—establishing advisory boards made up of members from key segments of the campus community;

—holding periodic informational meetings with staff, faculty, and administrators;

—extending consultation services to staff, faculty, and administrators concerning the recognition of, understanding of, and response to the learning problems of their students;

—conducting staff and faculty development and in-service training programs on curriculum and instructional approaches designed to incorporate or reinforce the development of learning skills, behaviors, and attitudes;

—encouraging the use of the program resources, materials, and programs as integral or adjunct classroom activities;

—training and supervising paraprofessionals and preprofessionals to work in such capacities as tutors, peer skills counselors, and advisors; and

—providing jobs, practica, courses, internships, and assistantships for graduate students interested in pursuing learning program careers or who are seeking practical experience in learning services.

Organization and Administration

See General Standards

Learning assistance programs are frequently components of either a student affairs or academic affairs division. Regardless of the institutional division in which the program is located, it is important that the program communicates with key units in both student affairs and academic affairs. One method for promoting effective communication is to invite members of the faculty, staff, and administration to participate as members of a learning assistance program advisory council or to serve as consultants to the program.

Human Resources

See General Standards

The professional staff must include persons competent in learning skills, human relations skills, and learning disabilities treatment skills.

All professional staff members must be competent in: communication skills, both written and oral; diagnosis and assessment needs in their area of responsibility; organizational and planning skills; and program evaluation skills.

Learning assistance program services require professional staff who have expertise to instruct a specific learning skill. Because the professional encounters other issues in the process of teaching students, counseling and advising abilities are also helpful. Experience in training, evaluation, and consultation is valuable in working with other members of the campus community including faculty, staff, administrators, and paraprofessionals.

The size, scope, and role of the program staff depend on the mission of the learning assistance program and the student population it serves. Some learning assistance programs are designed to service specific student populations, such as remedial or nontraditional college students, and other centers are charged with serving the entire student population. Staff-to-student ratios, therefore, must be based on factors such as:

—the types of specific learning skills programs offered;

—the skill level and needs of the student population being served;

—institutional expectations about serving special populations, such as minority, disadvantaged, foreign, adult, learning disabled, other disabled students, and student athletes;

—institutional expectations about specific academic disciplines; and

—the number of hours of contact and instruction needed to serve students.

The professional staff must be knowledgeable in learning theory and competent in communication, human relations skills, diagnosis and assessment, administration, and program evaluation.

The director should have an earned graduate degree and professional experience in learning assistance programs and administration.

Learning assistance program professional staff members should have earned degrees from relevant academic programs such as reading, language arts, English, mathematics, student personnel/development, guidance and counseling, psychology, or education.

Courses of study in content areas relevant to learning assistance program practice include:

adult development theory,
counseling theory and techniques,
administration and interpretation of diagnostic tests,
learning disabilities and special education,
cognitive processes,
design and presentation of group workshops in areas such as time management and stress management,
group leadership and dynamics,
curriculum and supervision,
administration and management,
instructional methods and media,
educational technology and computerized instruction,
English as a second language, and
human relations training.

Adequate time and financial support should be allocated for professional development activities. Research and publications are encouraged to contribute to the knowledge and practice of the profession.

For professional staff, it is desirable that previous experience include:

—working with college students, administrators, and faculty;

—coordination between academic and student affairs;

—college teaching; and

—the design and implementation of instruction.

Paraprofessional and preprofessional staff must be used only in appropriate roles when providing services or programs to students or support to the program.

Paraprofessional staff can be undergraduate or graduate students. Adequate training and supervision are essential and required. Paraprofessional staff or graduate students may perform professional duties if properly trained and supervised by professional staff.

If joint appointments are employed to supplement program staff, the individuals must be committed to the philosophy, objectives, and priorities of the program as well as possess the expertise required for the assignment.

Funding

See General Standards

Adequate budget allocations should be provided from regular institutional funds for:

—staff salaries, including, where appropriate, professional, paraprofessional, preprofessional, and clerical staff members;

—purchase and maintenance of office and instructional furnishings, supplies, materials and equipment;

—printing and media expenses;

—phone and postage costs;

—institutional memberships in professional organizations;

—subscriptions to professional publications;

—attendance at professional association meetings, conferences, and workshops.

If a program is successful in generating external funding, these funds should not be viewed as a substitute for regular institutional funding or normal operating funds.

Facilities

See General Standards

Facilities for the learning assistance program should:

—be conducive to the types of instructional methods used, including classroom, laboratory, small group, and one-to-one instruction; and should include appropriate and adequate acoustics, ventilation, and lighting;

—provide private, sound-proofed areas for affective skills programming, testing, counseling, and other activities that require confidentiality or intense concentration;

—provide essential instructional materials and equipment, including texts and workbooks, filmstrips, audio and videotape equipment, computer terminals, projection equipment, chalk boards, and appropriate storage and electrical outlets necessary for the various kinds of equipment;

—have adequate office space, supplies, and equipment (e.g., word processor, copy machine, telephones) available for professional, preprofessional, paraprofessional, and clerical staff;

—be designed to allow for presenting simultaneous activities without confusion, disorder, discomfort, or loss of confidentiality; and

—have a prominent reception and information area.

Campus and Community Relations

See General Standards

The learning assistance program should:

—establish communication with all academic units and campus service offices such as the counseling center and academic advising services;

—encourage the mutual exchange of ideas, consultation, and referral of students among all segments of the academic community;

—know and be aware of academic and other institutional policies and procedures;

—provide the academic community with current information about the unique characteristics and special needs of the learning assistance program's clientele, as well as about available learning assistance programs and activities;

—act as a liaison between student services and the academic service programs, as well as between individual students and those programs; and

—encourage academic units and other student service areas to work together and share their knowledge and abilities when working with students.

Ethics

See General Standards

Evaluation

See General Standards

A data collection system should be implemented for the purpose of evaluation. Evaluation activities should include, but not be limited to, periodic:

—evaluation of programs and services by users, including students, staff, and faculty;

—collection of or access to data on the characteristics and needs of student populations and analysis of trends to determine implications for learning services;

—assessment of program effectiveness, that can range from the impact of specific services on individual students to the effect of the center's activities on the campus retention rate; and

—feedback from users about the strengths and weaknesses of the programs in which they participated as a means of determining necessary changes or improvements.

Standards and Guidelines for
Minority Student Programs and Services

Standards and Guidelines for Minority Student Programs and Services can only be interpreted or applied in conjunction with the General Standards which contain the only reference to certain substantive standards common to all functional areas.

Prepared by the Council for the Advancement of Standards for Student Services/Development Programs, 1986.

Mission

See General Standards

The provision of minority student programs and services should presuppose a strong campus sense of a *common* community, serving all its citizens fairly, and marked in the main by:

—access to, rather than exclusion from, academic, social, and recreational groups and activities;

—shared goals;

—intentional social intercourse, rather than passive social isolation or active social exclusion; and

—integration rather than segregation.

On those campuses with minority student programs and services, the program must promote the academic and personal growth and development of the various minority students served.

To accomplish the mission, the goals of the program must be to:

- **assess the needs of minority students in selected areas, set priorities among those needs, and respond to the extent that the number of students, facilities, and resources permit;**
- **orient minority students to the culture of the institution;**
- **assist minority students to determine and assess their educational goals and academic skills;**
- **provide support services to help minority students achieve educational goals and attain or refine academic skills necessary to perform adequately in the classroom;**
- **promote the intellectual, career, social, and moral development of the students;**
- **promote and deepen each minority student's understanding of his or her own culture and heritage;**
- **promote and deepen majority students' understanding of minority students' cultures and heritages;**
- **provide training in leadership skills and other personal and social skills for minority students and those seeking to assist them; and**
- **offer or identify appropriate minority mentors and role models.**

In addition, the program must provide educational efforts for both majority and minority students that focus on:

- **awareness of cultural differences;**
- **self-assessment of cultural awareness and possible prejudices; and**
- **changing prejudicial attitudes or behaviors.**

The program can include efforts supplementary to other institutional functional areas such as recruitment, placement, academic advising, counseling, and alumni relations.

Staff members in minority programs and services should coordinate their efforts with academic units and other student affairs areas.

It is important not to look upon minority student programs and services as the only organized agency to meet the needs of minority students. All institutional units should be responsible for meeting the needs of minority students in their areas of responsibility.

Coordinated efforts to promote multicultural sensitivity and the elimination of prejudicial behaviors should be made at every institution by all functional areas.

Program

See General Standards

Minority student programs and services must include the following elements:

- **Assessment of the educational goals, academic skills, personal developmental levels, and social, recreational, and cultural needs of minority students**

  Assessments may be carried out in many ways. Survey instruments, interviews, behavioral tests, observations, or some combination of these methods may be appropriate in a given institution.

- **Educational programs to enhance the knowledge, understanding, and skills necessary for academic success**

  Educational programming should both complement the academic interests of the students, and be based upon assessments of the students and demands of the institution's educational programs. It may be provided in collaboration with efforts by academic departments or schools and other service offices.

- **Educational programs to enhance the knowledge, understanding, and skills necessary for personal development**

  Activities which attempt to promote the career, social, recreational, and moral development of students should be based upon assessments and should also reflect unique dimensions of the minority student experience.

  Social and recreational programs should enhance the knowledge, understanding, and skills necessary for social success, the productive use of leisure time, and the development of satisfying interpersonal relationships.

  Recreational programs should be designed to promote physical health, leisure time enjoyment, and psychological well-being of students.

  For both social skills and recreational programs, proper emphasis should be placed on any unique needs or cultural expressions of social relationships and recreational activities.

- **Educational programs to enhance the knowledge, understanding, and skills necessary for the exercise of leadership**

  Leadership programs should be designed to help individuals understand the components and styles of leadership.

- **Supplemental orientation programming to enhance knowledge and understanding of the purposes of the institution, its values, and predictable ways of behaving**

  This program should help students assess the degree of congruence between their educational goals and skills and

the culture of the institution. It also should emphasize programs and services available in the institution to help students achieve the knowledge, understanding, and skills necessary to perform adequately, both in and out of the classroom.

- **Programming to enhance the knowledge and understanding of each student's own culture and heritage**

  These programs should explore both the heritage and current expressions of the student's culture.

  Various dimensions of the student's culture, such as history, philosophy, world view, literature, and various forms of artistic expression, should be explored.

- **Human relations programming to explore awareness of cultural differences, self-assessment of possible prejudices, and the facilitation of desired behavioral changes**

  Human relations programs should be designed to assist both majority and minority students, faculty, and staff to develop more tolerance, understanding, and ability to relate to others.

- **Advocacy within the institution for minority student life experiences and organizations**

  Tacit or overt prejudices or discriminations against minority students should be challenged.

  Sometimes institutions espouse one point of view but practice knowingly or unknowingly another. If the practical effects of policies are prejudicial, then staff members should bring these facts to the attention of the proper authorities in the institution.

  Impediments to the growth and development of minority students or full participation of minorities within the institution should be identified and addressed.

- **Advising of groups and individual students**

  Advising services may include, but are not limited to:

  —monitoring scholastic standing of groups and individual students and recommending programs for improvement;

  —providing workshops, programs, retreats, and seminars on relevant topics and encouraging attendance at activities and services sponsored by other campus offices;

  —encouraging attendance at conferences, meetings, and programs;

  —advising formal groups such as editorial staffs of minority newspapers or newsletters, fraternal groups, preprofessional clubs, and program councils;

  —providing assistance and advice in planning of minority student celebrations (e.g., Hispanic Week or Black History Month);

  —assisting minority student groups or individuals in identifying and gaining access, where appropriate, to institutional services such as printing, bulk mailing, and computer services;

  —providing a directory of minority faculty and staff; and

  —publishing a newsletter which focuses on current events, leadership opportunities, and other relevant information.

Organization and Administration

See General Standards

Many models exist for organizing minority student programs and services. The size and philosophy of the institution usually determine its organization. Generally, however, it is recommended that minority student programs and services be organized within student affairs.

Human Resources

See General Standards

It is important that representatives of the various cultures involved be included on the professional staff.

Professional staff should be competent in career planning and development, group facilitation, leadership training and development, workshop design, social-interpersonal development, and individual and group counseling. Generally, these competencies are found in persons who graduate from student personnel, counseling, or higher education graduate preparation programs.

Specific coursework in the following areas is desirable: organizational development, counseling theory and practice, group dynamics, leadership development, human development, and research and evaluation.

The use of graduate assistants and interns should be encouraged. Such assistants expand staff abilities, provide peer role models, and give valuable preprofessional experience. Particular attention should be given to preparing all preprofessional assistants to be especially sensitive to cultural differences and the special needs of minority students.

Student employees and volunteers from minority groups should be utilized and assigned responsibilities that are within their scope of competence. These paraprofessional helpers should be selected carefully, trained to do their assigned jobs, and supervised by the professional staff on a regular basis.

Funding

See General Standards

It is common in many institutions for some of the programs offered by minority student programs and services to be funded by grant resources. In these cases, the institution should make appropriate efforts to transfer funding from grants to the regular institutional budget when the programs have demonstrated effectiveness and efficiency, and are judged to be valuable.

Facilities

See General Standards

Adequate space should be provided for a resource library, private individual consultations, group workshops, and work area for support staff. Many of the programs offered by minority student programs and services require the same level of privacy as individual and group counseling. It is important, therefore, that the physical facilities be adequate for these purposes.

Campus and Community Relations

See General Standards

Professional staff must coordinate, or where appropriate, collaborate with faculty and other staff in providing services and programs for minority students.

Coordination and collaboration are important in order to minimize isolation of the minority student program and maximize the use of faculty and other staff resources in meeting the needs of minority students.

Ethics

See General Standards

The professional staff must be knowledgeable about the research and practice in areas appropriate to their programming with minority students.

Professional staff must respond in some manner to formal requests by students for personal recommendations.

Recommendations made by staff members should reflect only the professional contacts and observations they have personally experienced with the students.

The use of pejorative stereotypical statements should be carefully avoided.

Professional staff should not initiate formal employment recommendations without the knowledge and consent of the student involved.

Professional staff should inform the student if they cannot make a positive recommendation.

Evaluation

See General Standards

Evaluations should be made on both programs under development and established programs.

Formative and summative evaluations are especially important when the development or operation of a program or service is funded by grants or other "soft" money. Both accountability to the granting agency and establishing a data base for supporting transfer of programs to the general budget require careful evaluation.

General evaluation of the minority student programs and services should be conducted on a regularly scheduled basis. Evaluative data should be solicited from current minority students and alumni who have used the programs or services.

Standards and Guidelines for
Recreational Sports

Standards and Guidelines for Recreational Sports can be interpreted or applied only in conjunction with the General Standards which contain the only reference to certain substantive standards common to all functional areas.

Prepared by the Council for the Advancement of Standards for Student Services/Development Programs, 1986.

Mission and Objectives

See General Standards

The purposes of recreational sports are to enhance participant fitness, personal skills, and enjoyment by providing:

- **opportunities for a variety of activities that may contribute to individual physical fitness;**
- **opportunities for cooperative and competitive play activity in the game form;**
- **a medium through which students can learn and practice leadership, management, program planning, and interpersonal skills; and**
- **access to quality facilities and programs.**

The overall goals of recreational sports are to provide facilities, programs, and developmental opportunities. To fulfill these goals programs should:

—provide a variety of programming including the major areas of informal sports (self-directed), intramural sports (structured), club sports (interest groups), and special events;

—coordinate effectively the scheduling of events and maintenance of campus sport facilities with other campus units to maximize facility use to serve the campus community;

—provide extracurricular opportunities through participation and leadership roles designed to enhance social, psychological, and physiological development;

—contribute positively to public relations efforts of the institution; and

—when appropriate, work in collaboration with academic units to help teach appropriate courses and facilitate laboratory experiences.

Program

See General Standards

Program areas must reflect the needs and interests of students, faculty, staff, and other relevant constituencies.

Recreational sports programs must include at least the following:

1. **Informal sports to enhance self-directed, voluntary participation in a variety of sports**

   Fitness development through exercise opportunities should be an important individual objective in informal sport participation. Individual assessment procedures or aids should be available for participant feedback.

   Programs emphasizing comprehensive personal wellness should be available for participant education and involvement.

2. **Intramural sports to provide opportunities for structured competition**

   A variety of forms of tournaments should be available, including elimination, challenge, league, and meets.

   Equitable participation opportunities for men and women, and where appropriate, mixed competition activities should be offered.

   Opportunities to participate at various levels of ability should be made available to students (e.g., beginner, intermediate, and advanced).

3. **Club sports and interest groups organized for purposes of tournament participation, social interaction, instruction, and skill development**

   Opportunities should be available for a variety of interests focused on a sport or a particular recreational sport activity. Self-administered and self-regulated groups are normally coordinated and assisted by staff in such areas as governance, facilities, scheduling, and fund-raising through club sport coordination.

   Formation of clubs should be accomplished through appropriate and established channels.

4. **Instructional sports to enhance knowledge and to develop skills for satisfactory participation**

   Instruction normally is provided through short term clinics, individual and group lessons, and workshops.

   Sports of high risk should be coordinated through a highly-structured instructional program, giving special attention to potential health hazards.

   Sports of current high interest and demand are particularly attractive candidates for an instructional program.

   Depending on type, size, resources, and setting of the institution, the program may include extramural sports, outdoor sports, fitness, special events, and programs tailor-made for certain groups (e.g., mothers-to-be, elderly, families, commuters, part-time and evening students.)

   Program planning and implementation should include consideration of:

   —proper facility coordination and scheduling;

   —rules and regulations that address participant safety;

   —an environment that minimizes the chance of accidents;

   —advice to groups and organizations;

   —accurate interpretation of institutional policies and procedures to program participants;

   —a process whereby disputes can be fairly resolved;

   —proper supervision of recreational sports activities;

   —inventory, maintenance, and procedures for participant use of equipment;

   —participant and employee training systems;

   —participant involvement in program content and procedures through committee structures;

   —recognition system for participants, employees, and volunteers; and

   —accurate and adequate publicity and promotion.

Organization and Administration

See General Standards

The various services and programs of recreational sports may exist as a single organizational unit or within another related unit. Coordination and cooperation are essential to the overall effectiveness and efficiency of the operation.

Members of the campus community should be involved in the selection, design, governance, and administration of programs and facilities. Students, faculty and staff members, and, where appropriate, the public may be involved through committees, councils, and boards.

Human Resources

See General Standards

The recreational sports program must employ qualified professional, technical, and support staff members to meet stated missions and goals.

The qualifications of professional administrative staff require a graduate degree in an appropriate academic discipline or an equivalent combination of education and practical experience. Staff members must be qualified to administer programs in a competent fashion.

Professional administrative staff members are those individuals involved in the overall leadership of the program. A master's degree in physical education, recreation, or student personnel with extensive practical experience in recreational sports is recommended. These staff members will be responsible for the development of overall policy and procedure, budgeting, facility and equipment coordination, personnel, and programming.

Programming staff members are those who have direct contact with participants. A bachelor's degree with practical experience in a related area is recommended. Such staff members are involved with daily planning, facilities coordination, student employment, policy and procedure interpretation, student involvement, rule and regulation development and interpretation, safety and accident prevention, communications to participants, and governance.

Clerical staff members should be qualified based on training and/or experience necessary to assist in routine programming tasks. Such personnel are normally involved with typing, shorthand, filing, payroll, fee collection, bookkeeping, and receptionist roles.

Interns are those persons who are receiving specialized training, part-time or full-time, in the field of recreational sports. At the graduate level, practical experience is recommended. For undergraduate individuals, a professional interest and possible degree plan in the field of recreational sports is desirable.

Paraprofessionals are either students or nonstudents employed to perform services which otherwise would be performed by staff members. Paraprofessionals are individuals who demonstrate a desire to work and have the necessary skills. They may be utilized as supervisors, lifeguards, officials, equipment room attendants, labor crews, artists, or photographers.

Volunteers should demonstrate a genuine interest in recreational sports, and may be used as committee heads, committee members, team captains, council members, coaches, and club officers.

All members of the staff should be informed of rules and regulations, and policies and procedures of the total recreational sports operation. Employees and volunteers should receive written job descriptions and, where appropriate, be afforded workshops, clinics, and inservice training sessions to enhance job performance.

Funding

See General Standards

Various financial methods and sources that may be considered by the institution include state appropriations or general funds, student fees, user fees, donations, fines, concessions or store sales, and dues.

Funding should be periodically evaluated to ensure that program changes are properly reflected.

Facilities

See General Standards

The institution must provide adequate indoor and outdoor facilities for recreational sports programs to accommodate the diverse needs and interests of the campus community.

As a general rule, the larger the population and the more geographically isolated the institution, the greater the need for quantity and diversity of facilities. Consideration should be given to a balance of facilities that would provide participation opportunities in team, dual, individual, and meet sports, as well as in fitness and conditioning. Examples of such facilities include swimming pools, gymnasiums, and general use playing fields.

Campus and Community Relations

See General Standards

Recreational sports should serve as an important element of the overall public relations program of the institution.

Cooperative working relationships with other units including residence halls, fraternities and sororities, physical education departments, athletic departments, and college unions are essential to the delivery of programs.

Students, faculty and staff members, alumni, and the public are all potential participants in recreational sports; thus, each may serve in voluntary leadership functions and influence new programs and the control of programs.

Ethics

See General Standards

All individuals involved in recreational sports should practice ethical behavior appropriate to both the institution's goals and objectives, as well as to generally accepted standards of sportsmanship. Policies, procedures, and modes of behavior should be set forth in writing to all employees, volunteers, and participants and should particularly address fairness, safety, conflict of interest, and discriminatory practices.

Evaluation

See General Standards

Standards and Guidelines for
Religious Programs

Standards and Guidelines for Religious Programs can be interpreted or applied only in conjunction with the General Standards which contain the only reference to certain substantive standards common to all functional areas.

Prepared by the Council for the Advancement of Standards for Student Services/Development Programs, 1986.

Mission

See General Standards

A private or church-related institution may state its preference for a particular faith or church and may directly use its own resources for this purpose.

Public institutions must offer or provide access to programs that enable interested students to pursue full spiritual growth and development, and foster a campus atmosphere in which interested members of the college community may freely express their religion and faith.

In this document "religion" is defined by function rather than substance. The courts have held that the First Amendment provides protection to religious believers and nonbelievers, and that the state shall be neutral in its relations with persons who profess a belief or disbelief in any religion. Everson v. Board of Education, 330 U.S. 1 (1977).

A clear distinction should be made between two separate but related functions of an educational institution: providing for the academic study of religion, and for programs that promote the spiritual and moral development of its students.

A distinction should also be made between accommodation and promotion of religions and faiths by public institutions. The court has mandated an even-handed accommodation of religious beliefs, whereas it has prohibited the promotion of a particular religious belief. Illinois ex rel. McCollum v. Board of Education, 333 U.S. 203, S. Ct.; Zorach v. Causon, 343 U.S. 306 (1952).

According to the courts, any public institution's program must meet the following conditions to avoid violating the "establishment" clause of the U.S. Constitution:

It must have a secular purpose.

Its principal or primary effect must be one that neither advances nor inhibits religion.

It must not foster an excessive entanglement of the public institution with religion. Lemon v. Kurtzman, 403 U.S. 602, 91 S.C. 2105, 29 L. Ed. 2d 745 (1071); Widmar v. Vincent, 454 U.S. 263, Tol Ed. 2d 440, 102 S.Ct. 269 (1981).

Public institutions are prohibited from giving any preferential treatment to a particular religion or faith, to all religions or faiths, or to prefer one religion or faith over another. School District of Abington Township v. Schempp, 374 U.S. 203, (1963). The First Amendment mandates neutrality among religions, and between religion and nonreligion. Epperson v. Arkansas, 393 U.S. 97, (1968). The Constitution forbids the preference of a religious doctrine and the prohibition of a theory antagonistic to an individual dogma. Epperson v. Arkansas, 393 U.S. 97, (1968). Public institutions should make provisions for religious programs indirectly, that is, through cooperation with noncampus agencies which provide religious services and programs.

The goals of any organized religious program or service should include:

—assisting interested students to achieve the religious development they seek through:

the articulation of a personal philosophy of life;

the acquisition of skills and knowledge needed to address issues of values, ethics, and morality in life; and

an understanding of the interaction of faith, intellectual inquiry, and social responsibility as bases for finding and affirming meaning and satisfaction in life.

—providing a forum for dialogue between and among representatives of the religious and the secular; and

—providing interested members of the campus community with reasonable opportunity to express their faith(s).

Program

See General Standards

Religious programs and services will vary depending on the requirements and beliefs of specific denominations and faiths, as well as the needs and traditions of the particular institution.

To the extent either required or prohibited by constitutional, statutory, or regulatory provisions, institutions must provide reasonable opportunities for students to:

- **question, explore, understand, affiliate with, avoid, and express or reject religious faiths;**
- **seek individual counseling and/or group associations for the examination and application of spiritual values and beliefs to life and their own spiritual development;**
- **worship communally; and**
- **pray and meditate.**

In public institutions, staff members coordinate programs, while adjunct personnel associated with the religious groups provide the direct ministry.

In church-related and private colleges, religious ministry and religious programs may be provided directly by staff members of the institution.

The types of religious programs and activities that may be offered are:

—religious studies;

—opportunities for religious nurturance;

—service opportunities;

—where appropriate by law or regulation, opportunity to propagate specific faiths;

—advocacy for particular ethical or moral policies in public life; and

—opportunities to relate religious beliefs to academic and professional programs through a variety of informational and experiential activities.

In addition, institutions may provide counseling services to promote spiritual or religious growth. Cocurricular programs

(e.g., lectures, discussions, or service projects) which are designed to help students understand their faiths and the faiths of others may also be offered.

Organization and Administration

See General Standards

The organization and administration of any campus religious program must be designed to be responsive to the needs of students and faculty and staff members in the institution served.

The religious program must have established written policies and procedures regarding the professional responsibilities, selection, and evaluation of staff members.

Program activities, policies, and procedures should be scrutinized regularly in light of the growing body of constitutional law in the area of religion and higher education.

Human Resources

See General Standards

At public institutions, the title "director" or "coordinator" of religious programs is more appropriate because of the predominantly educational and liaison functions of the position.

At public institutions, religious programs may be coordinated by a professional person and/or a committee. Adjunct professional or volunteer persons named (and paid) by the religious groups represented on the campus may carry out their respective religious activities.

Preferred titles for the chief coordinator at private institutions are "chaplain," "campus minister," or "director of religious life."

At private institutions, campus religious programs are typically coordinated by a professional person. Additional staff members may be employed by the institution. Religious groups may also provide additional staff for the institution. Church related institutions should permit on-campus programs of religions other than those espoused by the institution.

Any director or coordinator of religious programs should have an appropriate combination of graduate coursework, formal training, and experience. The director or coordinator of religious programs may have a doctoral graduate theological degree, such as a ThD or PhD, and coursework in theology, Bible, church history, religion in higher education, and pastoral counseling.

Any director or coordinator should have:

—an understanding of and a commitment to spiritual and religious development as a part of a student's human growth, and

—the ability to treat fairly all varieties of campus religious experience and personal faith.

Depending upon the legal constraints of the institution, the responsibilities of the director or coordinator for religious programs may include:

—the development and communication of policies relating to religious programs which are educationally sound and legally acceptable;

—the development of procedures whereby students may organize for religious or moral purposes and participate in programs and activities aimed at their spiritual and religious growth;

—the provision of access to campus facilities for those responsible for religious programs; and

—the provision of opportunities for counseling in relation to students' religious needs.

On a campus that is not church-related, any employee responsible for coordinating the religious program should be paid by the institution. This official should be unbiased and neutral in his/her relationships to all agencies participating in the program.

Professional staff members should have a graduate theological degree such as a ThD, a PhD, or a Master of Divinity or its equivalent and coursework in theology, church history, religion in higher education, and pastoral counseling.

Affiliation with appropriate professional organizations is encouraged.

Adjunct staff should have qualifications consistent with the particular religious body which they represent appropriate for a higher education setting.

Funding

See General Standards

The institution must provide funds for all personnel, facilities, and programs for which it assumes direct responsibility.

At a minimum the institution should provide sufficient funding for any institutional staff member(s) and the operational costs related to its religious programs. If this assignment accounts for only a part of an individual staff member's work-load, the budget should clearly indicate the portion that is available for religious programs.

Funding for personnel and programs of adjunct agencies (i.e., not directly provided by the institution) must be assumed by the sponsors of the adjunct agency.

Facilities

See General Standards

Opportunity must be provided for all student religious groups to utilize campus facilities on the same basis as other student organizations.

In public institutions, whenever space is made permanently and/or exclusively available for specific religious personnel of adjunct agencies, arrangements should be made whereby the institution is appropriately reimbursed for expenses.

Public institutions should provide fair and equitable arrangements and facilities for specific religious groups' programming.

Private institutions may provide facilities specifically designed to suit the purpose of a preferred religious group.

Wherever possible, but especially in residential units, suitable areas for individual meditation and small group spiritual interaction are desirable.

Campus and Community Relations

See General Standards

Since religion and spirituality may be concerns of many academic disciplines and may have an important impact on some aspects of student development activity, staff assigned to religious programs should consult with and coordinate their programs with interested colleagues.

The director/coordinator or chaplain may interact with faculty and staff formally through advisory councils or through informal contacts.

Continuing attention should be given to developing and improving relationships with both on-campus and off-campus publics. Specific programs and action projects may arise from many sources (e.g., academic departments, on-campus groups such as residence halls and college student unions, and off-campus organizations, whether local, regional, and/or national).

Institutional staff should meet with adjunct personnel from religious groups on a periodic basis.

Ethics

See General Standards

The Constitutional rights of students and faculty and staff members of all religious beliefs must be respected.

Public institutions must avoid any policies or actions which favor one particular faith over another.

Private institutions which sponsor or require particular religious activities must clearly state so in their preadmission literature, thus permitting a potential student to exercise free choice in this regard before admission.

Staff members must work to provide reasonable access for all groups and points-of-view to any public forums sponsored by the institution.

Membership requirements for on-campus religious groups must be consistent with their stated purposes. No group can be required to participate in any extraordinary institutional arrangement or program that would violate a principle or tenet of their faith.

All religious groups must be accorded the same rights and privileges and be held accountable in the same manner as any other campus organization.

Staff members must attempt to protect students, through policy and practice, from undue influence or harassment from persons advocating particular religious positions or activities.

As the institution carries out its academic program, fair and reasonable consideration should be given to the need of campus members to participate in the basic activities of their faiths. Institutional policies and practices should be reviewed regularly so as to avoid undue interference with the free exercise of religion.

Accommodation may be made in institutional class schedules so that students and staff from religious minorities may carry out the essential practices of their religion. Administrators should proceed with caution in such matters, however, due to the inevitable conflict of competing religious practices within any campus community.

Evaluation

See General Standards

Each institution should require evaluation of its religious program to determine the achievement of goals, the public being reached, and its overall effectiveness.

This evaluation may be made in concert with the periodic examination of the diverse needs and interests of students and other members of the campus community.

In the case of church-related institutions, policies and practices should be assessed to ensure consistency with theological and moral standards of sponsoring bodies.

Data should be collected from officers and advisors of campus religious organizations to determine the effectiveness of policies affecting religious activity.

Standards and Guidelines for
Research and Evaluation

Standards and Guidelines for Research and Evaluation can be interpreted or applied only in conjunction with the General Standards which contain the only reference to certain substantive standards common to all functional areas.

Prepared by the Council for the Advancement of Standards for Student Services/Development Programs, 1986.

Mission

See General Standards

The research and evaluation effort must strive to improve student services and development programs, to expand the knowledge base about student development and student services work in general, and to assess the organizational effectiveness of student services. Most institutions do not have a separate student affairs research agency. In such institutions the chief student affairs officer must be the advocate for student affairs research and must collaborate with, and otherwise provide support to, the institutional research efforts so as to accomplish the program. More specifically, the research and evaluation effort must:

- **describe students in terms of demographics, developmental characteristics, and personal behavior;**
- **conduct periodic needs assessments for use in the design of programs;**
- **study, or use available information about developmental changes of college students;**
- **assess whether student services programs are consistent with and achieve their stated objectives; and**
- **study the extent to which students are satisfied with their educational experiences.**

Student services professionals are responsible for translating a diverse set of service functions into an integrated series of programs and activities designed to encourage students' growth and development. The degree to which these programs and activities are necessary and successful should be measured through periodic assessment of both programs and students. Equally important is the responsibility for continually expanding the knowledge base about the relationship between student development theory and student services practices.

Program

See General Standards

However organized, the research and evaluation effort must include studies of students and their development and studies of student services program effectiveness. Furthermore, results of these studies must be disseminated throughout the institution.

Activities of the research and evaluation effort should include:

—collecting and analyzing student data beginning with preenrollment characteristics of first year students and continuing through follow-up studies of former students;

—planning, coordinating, or conducting periodic studies of the characteristics of students and various student subgroups—students may be described in terms of their intellectual, emotional, social, moral, spiritual, and physical development and behavior; such data should be continually collected, updated, and disseminated;

—regularly coordinating or conducting student needs assessments to guide program development;

—analyzing data indicating trends in student behavior, satisfaction, retention, and attitudes in terms of the institution's purposes and interpreting the implications of these trends for institutional policies and practices;

—assisting in collaborative assessments and planning of programs, activities, and services in the student services/development division;

—collecting and analyzing data to be used for making decisions about student services programs continuation, modification, or termination;

—assessing on a systematic basis the professional contributions of staff members and providing feedback appropriate to professional development;

—coordinating, conducting, or collaborating in accountability and cost effectiveness studies of student services/development programs;

—acting as a resource to faculty and staff regarding research and evaluation efforts;

—regularly disseminating information about research findings to concerned members of the campus community; and

—where appropriate, guiding and evaluating research efforts conducted by students.

Organization and Administration

See General Standards

Since research and evaluation efforts are conducted on most campuses in cooperation with other institutional research and evaluation efforts, the chief student affairs officer must be central to the establishment of specific objectives for student services research and evaluation.

Research and evaluation objectives should result from a collaborative effort between the chief student affairs officer, those responsible for the various student services programs, and others responsible for institutional research evaluation efforts.

Human Resources

See General Standards

Within the institution, a qualified professional staff person must be designated to coordinate the student services research and evaluation efforts and must work closely with or be responsible to the chief student affairs officer.

The number of staff members assigned to the research and evaluation effort will be a function of the size, complexity, and purpose of the institution. Institutions unable to assign a full-time professional staff member should devote a portion of their research and evaluation programs resources to this effort.

Staff assigned responsibility for the research and evaluation effort should possess effective communication and consultation skills and have an appropriate combination of coursework,

training, and experience in the following areas: statistics, research design, assessment, computer literacy, program planning and implementation strategies, human development theory, student subgroup cultures, and student affairs programs. When research staff lack adequate knowledge in any of these critical areas, they should seek expertise from appropriate campus officials.

Facilities

See General Standards

It is important that the research and evaluation effort have secure storage facilities, computer support, sufficient work space, and ready access to appropriate institutional records. Financial resources should be sufficient to support research mailings and data collection, data entry and analysis, and printing and distribution of research findings.

Campus and Community Relations

See General Standards

Regular and effective communication systems for the dissemination of results and procuring expertise are particularly important among the full range of academic and administrative offices, institutional governance bodies, and other appropriate constituencies.

Ethics

See General Standards

The privacy of research subjects and the confidential nature of data must not be breached. Institutional research policies concerning human subjects must be followed.

Information on individuals should be purged regularly to protect the privacy of current and former students and other subjects.

Evaluation

See General Standards

Standards and Guidelines for
Student Activities

Standards and Guidelines for Student Activities can be interpreted or applied only in conjunction with the General Standards which contain the only reference to certain substantive standards common to all functional areas.

Prepared by the Council for the Advancement of Standards for Student Services/Development Programs, 1986.

Mission

See General Standards

The purposes of the student activities program must be to complement the academic program of studies and enhance the overall educational experience of students through development of, exposure to, and participation in social, cultural, intellectual, recreational, and governance programs.

Student activities programs provide an environment in which students and student organizations are:

—encouraged and aided in the development of social, cultural, intellectual, recreational, and governance programs that expand involvement with the campus community and society;

—encouraged to explore self-directed activities that provide opportunities for self-realization and growth in individual and group settings;

—exposed to various cultures and experiences, ideas and issues, art and musical forms, and styles of life;

—informed about institutional policies and procedures and how these are related to their lives and activities;

—aided in the awareness and utilization of campus facilities and other resources;

—assisted in the development of institutional spirit through creative interaction among students, staff, faculty, and members of the local community; and

—assisted in the development of leadership through opportunities to practice leadership, decision-making, and other related skills.

Student activities may be planned and implemented through collaborative efforts by students and staff members or by staff members alone.

Program

See General Standards

The student activities program must include social, cultural, intellectual, recreational, governance, leadership, group development, campus and community service, and lectures and concert programs. Effective administrative support and individual and group advising must be provided.

The development of an activities program should be based on a regularly scheduled assessment of student needs.

The scope of student activities is broad. Some of the functions are planned and carried out in coordination with student groups, as well as by the staff. Illustrative programs include activities that:

—reinforce classroom instruction and complement academic learning;

—offer instruction in and provide for the development of specific skills related to social relations;

—offer students an opportunity for increased group participation and interaction while instilling in students a sense of participation and responsibility as a member/leader of the group;

—promote successful achievement of developmental tasks wherein the students develop their intellectual capabilities, personalities, and physical skills through the processes of self-expression, self-discovery, and self-realization;

—promote the development of good citizenship;

—provide a means of uniting the campus and community by promoting good relations between students, faculty members, and administrators from a variety of backgrounds;

—contribute to the physical well-being of students;

—bring cultural, intellectual, and social stimulation to the campus community;

—develop and disseminate materials on public events, activities calendars, organizational directories, and student handbooks; and

—develop environments fostering student interaction among students, faculty, and administrative staff personnel.

Organization and Administration

See General Standards

The chief administrator of student activities is normally responsible to the chief student affairs officer.

Human Resources

See General Standards

Depending upon the scope of student activities and its programs, the activities staff may include an activities director, a program coordinator, organization and program advisors, orientation and leadership specialists, and a financial officer.

Professional staff should be qualified by experience and should possess at least a master's degree in counseling and guidance, college student affairs administration, or administration of higher education, including graduate courses in the behavioral sciences, recreation, student affairs/development, and field research techniques.

The primary functions of full-time professional staff members include advising student groups, planning, implementation, and assessment of programs and activities, and coordinating the overall student activities program.

Qualifications considered important for professional staff members include:

—ability to relate to and work well with superiors, peers, subordinates, and students;

—a keen interest in professional and personal development;

—ability to be creative and innovative in the delivery of services;

—ability to train and assist students in their development;

—undergraduate leadership experience;

—understanding of group dynamics and the ability to work effectively with groups; and

—ability to interpret student concerns and interests to the campus community.

Support staff perform clerical and accounting duties, as well as audio, visual, and technical duties.

Other individuals, such as part-time professionals, graduate assistants, practicum and internship students, hourly wage employees and volunteers may assist with the activities program and support the full-time professional staff members.

A thorough training program should be provided for student employees and volunteers to enable them to carry out their duties and responsibilities and to make their experience personally valuable.

Staff members should be offered training in, and should demonstrate, skills in leadership, organizational planning, communication, resourcefulness, empathy, and creativity.

On many campuses there are professional staff members concerned with program activities in such areas as recreation sports, residence halls, and minority and international programs. While they may not be organized as part of the student activities staff, their functions should be allied with student activities.

On campuses where the student government association assesses, collects, and/or allocates a student activity fee, the student government association may hire part-time and full-time staff members to work on behalf of the students.

An assessment of the staff resources in light of program needs should be conducted annually.

Funding

See General Standards

Adequate funding should be available for social, cultural, intellectual, recreational, and governance programs, and for facilities, salaries, professional development, travel, promotion, publications, services, supplies, equipment, and other overhead costs. Sources for such funds include institutional budget allocations, activities fees, user fees, grants, or a combination of sources.

Financial support for student organizations and activities may be approached in several ways. In some cases organizations are funded primarily by a membership fee collected from each member on a regular basis, with fund-raising programs and projects providing additional income. Monies may be allocated from the institution's general budget, in support of the activity of specified organizations. A mandatory activities fee, usually authorized by vote of the student body, with management and allocations handled by the representative student governing body or an independent allocations board or committee is a common practice. Specialized fees, generally applicable to college unions and residence halls governing groups and administered by their representative governing bodies, are also part of the funding strategies for student activities.

Funding may be supplemented by income from ticket sales, sales of promotional items, and alumni and foundation gifts. Pricing structure for lectures and concerts should be maintained at a moderate level in order to encourage maximum attendance at events.

The authority and processes for decisions relevant to student activities fees must be clearly established and funds spent consistent with established priorities.

Authority for decisions relevant to student activities fees should rest in large part with students. Because of the large amounts of money generated by student activities and because of the transience of the student population, good business practice dictates that reasonable safeguards be established to ensure responsible management of the accounting for the funds involved. Student organizations should be required to maintain their funds with the institution's business office, which establishes an account for each group and may provide bookkeeping service. Within this framework, the student activities office often works closely with student organizations on matters of bookkeeping and budgeting, and other matters of fiscal accountability which are consistent with institutional practices. On some campuses, organizational funds may be deposited in non-institution accounts.

Students who have fiscal responsibility must be provided with information and training regarding institutional regulations and policies that govern accounting and handling of funds.

Students and staff members should share the responsibility for budget development and implementation in accordance with jointly established program priorities. A finance committee of the designated student organization or student government should determine student activity fee priorities.

Workshops and informal sessions with students related to the basics of financial management should be conducted.

Facilities

See General Standards

Facilities should be conveniently located and of flexible design in order to serve the wide variety of functions associated with student activities. In order to accommodate those functions, access to appropriate facilities should be ensured (i.e., meeting spaces, student organization offices, and adequately equipped public performance facilities).

In many instances, student activities will occur in the college union. (See College Union Standards and Guidelines.) In addition to its traditional social/recreational/food/college store/meeting facilities, the union typically houses the student activities office and devotes space to student organization offices and related meeting and work/storage rooms. Student activity functions may also take place in the residence halls, recreation center, fraternity and sorority houses, and other campus locations.

Staff and student space should be designed to encourage a maximum of interaction among students and between the staff and students.

Campus and Community Relations

See General Standards

The program staff members must encourage participation of campus and community constituencies in student activities programs.

Since student participation in activities programs is dependent upon a variety of agencies and constituencies, both on and off campus, the student activities program must interact effectively with those agencies and constituencies.

Activities programs should encourage faculty involvement. Activities staff should be a resource for faculty advisors who work directly with organizations in program and leadership development. Faculty should be involved in activities programs related to their academic disciplines. They should be utilized as a resource in the preparation of major lectures and concerts, and as presenters and artists in faculty lecture or performing arts series. Faculty contacts in professional associations, with other institutions, and within the local community are important resources. The faculty and students may also serve together on advisory boards to provide leadership and innovation for the student activities program and facilities.

The student activities staff works with students and student groups in the translation of institutional policies and procedures. Staff members should monitor coordination with the business office, food services, physical plant, and other related campus service departments.

Student activities are highly visible to persons on and off campus. The activities of students may be influential in helping form public opinion about the institution. It is necessary, at times, for the student activities professionals to interpret student concerns and interests to the community and vice versa. Cooperation with governmental and social organizations on matters of community concern strengthens the institution's role in the community, expands the resources available to both communities, and provides valuable developmental opportunities for students.

Ethics

See General Standards

The code of ethics should address at least the issues of:

—accuracy of information,

—conflict of interest,

—fiscal accountability,

—fair and equitable administration of institutional policies,

—effective disclosure of and respect for relevant civil and criminal law, and

—student involvement in related institutional decisions.

Professional staff members should teach and adhere to established ethical guidelines for contractual agreements and relevant standards for the use and operation of facilities.

Evaluation

See General Standards

Regular evaluations of programs and activities, including advice and counsel from alumni, students, and faculty and staff members should be conducted. Evaluation topics should include interest assessments, attendance at programs, cost effectiveness of programs, equipment monitoring, quality and scope of program offerings, appearance of facilities, and staff performance.

Standards and Guidelines for
Student Orientation Programs

Standards and Guidelines for Student Orientation Programs can be interpreted or applied only in conjunction with the General Standards which contain the only reference to certain substantive standards common to all functional areas.

Prepared by the Council for the Advancement of Standards for Student Services/Development Programs, 1986.

80

Mission

See General Standards

The mission of student orientation must be to provide for continuing services and assistance that will:

- **aid new students in their transition to the institution;**
- **expose new students to the broad educational opportunities of the institution; and**
- **integrate new students into the life of the institution.**

A structured orientation process based on stated goals and objectives should be provided. This process should serve both the student and the institution. The structured entry process aids students in understanding the nature and purpose of the institution and their relationship to the academic environment. Self growth and learning may occur as students are assisted in understanding their own relationship to the intellectual, social, and cultural climate of the institution.

An orientation process should be available to all students new to the institution. Freshmen, transfers, and graduate students should be served as major population groups with specific attention given to the special needs of sub-groups (e.g., international students).

The immediate support groups of students (e.g., parents, guardians, spouses, children) play an important role in the life of each student, and should be provided with information and orientation experiences as appropriate.

Certain goals should be applicable, regardless of the size or purpose of the institution, including commitments to:

—assist students in understanding the purpose of higher education;

—assist students in understanding the mission of the specific institution;

—assist students in determining their purpose in attending the institution and developing positive relationships with faculty, staff, peers, and other individuals in the community;

—help students understand the institution's expectations of them;

—provide information about and opportunities for self-assessment;

—identify costs in attending the institution, both in terms of dollars and personal commitment;

—improve the retention rate of new students;

—provide an atmosphere and sufficient information to enable students to make reasoned and well-informed choices;

—provide information concerning academic policies, procedures, requirements, and programs;

—promote an awareness of nonclassroom opportunities;

—provide referrals to qualified counselors and advisors;

—explain the processes for class scheduling and registration and provide trained supportive assistance to accomplish these tasks;

—develop familiarity with the physical surroundings;

—provide information and exposure to available institutional services;

—help students identify and evaluate housing and commuting options;

—create an atmosphere that minimizes anxiety, promotes positive attitudes, and stimulates an excitement for learning;

—provide appropriate information on personal safety and security; and

—provide opportunities for new students to discuss expectations and perceptions of the campus with continuing students.

Program

See General Standards

Essential components of an orientation program must include:

- **an introduction to both the academic and student life aspects of the institution; and**
- **structured opportunities for the interaction of new students with faculty, staff, and continuing students.**

These program components may be carried out through:

—summer, fall, and/or spring orientation (preclass experience), and orientation classes;

—on-site visits by new students to become familiar with physical facilities and setting;

—a comprehensive information program, including catalogs, bulletins, handbooks, films, and slide presentations, to assist students to understand and visualize the campus milieu, history, policies, regulations, requirements, expectations, and course offerings;

—structured activities for the purpose of stimulating interaction among new students, and between new students, continuing students, and faculty and staff members;

—placement and/or self-diagnostic measures to assist students in selection of appropriate courses and levels of courses;

—involvement of academic units, including qualified faculty, staff, and peer academic advisors for purposes of explaining academic programs and helping students develop educational plans; and

—registration for classes.

Organization and Administration

See General Standards

The scope and structure of the administrative organization for orientation services should be governed by the size, nature, and complexity of the institution.

The orientation function should have, in written form, policies and procedures regarding the operation of the service. These should be reviewed and revised on a regular basis.

Human Resources

See General Standards

The competencies for professional staff members are usually gained through studies in counseling and guidance, college student personnel administration, or administration in higher education through at least the master's level. However, no restriction as to field of study is suggested, as the competencies and skills required may be obtained in a variety of disciplines.

The staff should include professional, technical, secretarial, and clerical personnel. The staff may also consist of preprofessional practicum or internship students at the graduate level and both paid and volunteer student staff.

Involvement of faculty and staff members, as well as trained students, is very important since orientation must have institution-wide support to be successful.

The analysis of individual staff qualifications should include:

earned degrees,
special training,
experience,
length of service,
relevant research, and
professional activities and other development.

The professional staff members (including staff members with other responsibilities) charged with the responsibility of designing and coordinating an orientation process, should be competent to:

—identify new student needs for the purpose of program development;

—formulate goals and objectives for the program;

—design, develop, and carry out appropriate levels of evaluation of the program and staff;

—interview, select, train, and supervise professional and student staff;

—promote interoffice cooperation and communicate the orientation process to other campus units;

—develop a budget and maintain fiscal responsibility for the orientation function; and

—conduct research and disseminate findings regarding the transition needs of new students.

The professional staff should possess the qualifications essential for carrying out the mission of orientation. These qualifications should include:

—appropriate educational background and professional experience;

—evidence of engagement in innovative service delivery and effective planning;

—participation in professional associations and professional development activities; and

—understanding and commitment to student development theories.

The number of full-time equivalent professional staff members should be adequate to meet the orientation goals of the institution. A master's degree in the area of counseling, or student services/development (including a practicum in orientation or closely related area), is recommended.

The academic preparation of professional orientation staff members should include courses in counseling theory, testing and measurement, learning theory, educational psychology, organizational psychology, group processes, effective communication, and management.

The orientation professional should also have substantial practical work experience in areas such as housing, commuter affairs, campus activities, career planning, advising, counseling service, admissions, and orientation. This experience may have been acquired through internships, volunteer work, or paid employment.

There should be sufficient technical, secretarial, and clerical staff to enable the office to attain its stated goals, and to provide supportive services to professional staff members engaged in professional tasks.

Preprofessional staff members should come from the academic program in counseling, student services/development areas, or from their equivalents on a given campus. They should be adequately supervised by professional staff.

Part-time student employees and volunteers may be used with supervision. Student staff members and volunteers should receive training in and should be able to demonstrate leadership, resourcefulness, empathy, creativity, organizational and planning skills, information-giving skills, and interpersonal skills.

The student staff selected for leadership roles should be currently enrolled and selected for their ability to represent the campus culture from a peer perspective. The ratio of student leaders to new students should be sufficiently low for effective personal interaction time.

Funding

See General Standards

Money from the general fund should be allocated to underwrite orientation expenses. Overnight programs may require the students and parents to stay on campus. There is justification for recovering room and board costs directly from participants. However, such a fee should not be so large as to serve as a deterrent to attendance for students of modest financial means.

Facilities

See General Standards

Orientation functions may use a variety of physical spaces to effectively promote programs, services, and activities. Cooperation from within the campus community is necessary to provide appropriate facilities. Where justified, a single office location, housing the staff and insuring adequate work space, should be centrally located and attractive. The professional office space should include room for reception areas, information dissemination facilities, individual private offices, and group meeting and work space.

Campus and Community Relations

See General Standards

Student orientation should be an institution-wide program that systematically involves student affairs agencies, academic affairs agencies, and administrative agencies, such as campus police, physical plant, and business office.

The orientation program office should coordinate information relating to other services on campus. These services should, in turn, provide the media and human resources necessary to accomplish the transmission of information.

Ethics

See General Standards

Orientation staff members must ensure that institutional goals, services, programs, and policies are accurately presented to the public, students, prospective students, and colleagues.

Orientation staff members must respect the students' rights to privacy and share information about individuals only in accordance with institutional and federal policy, or when given permission by the student, or when required to prevent personal harm or harm to others.

Personnel must provide adequate information to students prior to and following any test administration.

Evaluation

See General Standards

Evaluation of student and institutional needs, goals, objectives, and the effectiveness of programs, services, and activities should occur on a periodic basis, at least every five years.

Surveys and questionnaires should solicit information for periodic evaluation of student and institutional needs.

Concurrent studies and follow-up studies should be used to determine program and staff effectiveness. New student adjustment and retention should be included as variables for the studies. The results of such evaluations may be made available to students, faculty, staff, and external users.

A representative cross-section of appropriate people from the campus community should be involved in periodic review of goals and objectives.

Preparation Standards and Guidelines at the Master's Degree Level for Student Services/Development Professionals in Postsecondary Education

These Standards and Guidelines have been developed to be independent of but not unrelated to the General Standards.

Introduction

Student affairs practice in higher education is an applied professional field that uses bodies of knowledge and theory from various disciplines. Persons preparing for careers in student affairs complete a program of professional or graduate education which culminates in the awarding of a graduate or professional degree.

In a philosophical sense, professionals in this field regard each student as a person with unique characteristics that must be acknowledged and respected in the development of educational programs. Furthermore, each student is regarded as ultimately responsible for his or her personal development. The total collegiate environment contributes to or detracts from a student's educational and personal development. Hence, along with administrative and faculty colleagues, student affairs professionals seek to promote an educational environment that is concerned with cultivating mental and physical health, moral values, vocational aptitudes and skills, esthetic appreciations, social relationships, personal development, and leadership skills, as well as intellectual achievement.

The standards and interpretive guidelines presented in this document were developed by the Council for the Advancement of Standards for Student Services/Development Programs with the assistance of its member associations and especially professors in the field. These standards and guidelines are intended to be used to develop and assess programs of professional preparation at the master's degree level. They also are intended for use by postsecondary institutions in self-studies of programs of professional preparation and by state, regional, national, or specialty agencies that accredit these academic programs.

The standards have been consensually determined and represent what leaders in the field consider as performance areas which are highly related to effective professional practice. While the standards are intended to define the characteristics of programs of quality, they are not to be interpreted rigidly. Creative approaches to professional education are encouraged.

The standards recognize three basic dimensions of professional practice. Accordingly, three major emphases of professional preparation are addressed: (a) student development emphasis, (b) administrative emphasis, and (c) counseling emphasis. It is recognized and appreciated that institutions need not address all three areas of emphasis and should offer a particular programmatic emphasis only when the necessary talent and resources are available. A combination of these dimensions of professional practice may also be intentionally designed.

Recommended lengths and patterns of study are presented. However, since students learn and develop skill and competency at different rates, it is acknowledged that for particular students the length and pattern of study will vary from recommended standards.

The standards are indicated by bold-faced type and are required. Standards use auxiliary verbs such as "shall" and "must." Guidelines are the comments in regular type which follow the standards. Guidelines should be regarded as suggested or recommended, but not required, elements of an academic preparation program. They are used to explain, amplify, or interpret the meaning of standards through examples and more detailed explanations. Auxiliary verbs such as "should" and "may" are used in guidelines.

Standards and Guidelines

Mission and Objectives

The mission of professional preparation programs is to prepare persons for positions in student services and development programs in postsecondary education through graduate and in-service education and through research and consultation efforts.

Each program of professional preparation must publish a clear statement of mission and objectives that: was prepared by the program faculty, is readily available to prospective and present students and cooperating faculty and agencies, provides an adequate basis for assessment of student attainment and program effectiveness in all areas, and is reviewed periodically.

The faculty should consider recommendations of local, state, regional, and national legislative bodies and professional groups concerned with student affairs needs prior to developing and publishing objectives. The objectives should: reflect a consideration of needs of society and student populations served; be developed and reviewed with the assistance of students, graduates of the program, and personnel in cooperating agencies; identify the emphasis or emphases (student development, administration, and/or counseling) within the program; and have a program of evaluation for students as they progress. Objectives for the program may address selection, retention, employment recommendations, curriculum, instructional methods, research activities, administrative policies, governance, and evaluation. Personnel in cooperating agencies and related faculty members with primary assignments in other disciplines should be aware of and be encouraged to work toward the objectives of the program.

Curriculum: Program of Studies and Supervised Experiences

The program of studies must contain one or more of the three emphases described in these standards, present in written form and distribute to prospective students its curricular options and graduation requirements, and encourage and provide for teaching students in accordance with relevant legal requirements and institutional policies. The instruction must be performed only by faculty members who have demonstrated professional knowledge, ability, and skill.

When revisions to program options are made, these should be published and distributed to students in adequate time for them to make course changes. Syllabi should be available and accurately reflect the purposes and approaches to be used in courses. All prerequisite studies or experiences should be clearly identified.

Because of the time needed to develop both knowledge and necessary skills for professional practice, the equivalent of two academic years of full-time study is required for the master's degree.

The opportunity for full-time study throughout the academic year should be provided and actively encouraged. This standard does not preclude part-time study toward a degree; however, at least one term of full-time study as defined by the institution is encouraged. Part-time study may result in a program of over two years in length.

Within the required professional preparation program, a sequence of basic and advanced graduate studies and other associated learning experiences must be defined and provided. Within the total program, there must be opportunities for students to develop understandings and skills beyond the minimum requirements of the program through elective courses, supervised individual study, and enrichment opportunities.

A cooperative relationship should be established and maintained between the faculty of the program and staff members in the various student affairs work settings. The program should provide for the integration of coursework and supervised experiences. The staff in the work settings should be consulted in the design, implementation, and evaluation of the program, particularly regarding practicum and internship experiences. The staff in the work settings should be encouraged to consult with the program faculty when designing and implementing in-service staff development and other training efforts.

Central to the basis of the program must be the spirit and practice of inquiry and the production and use of research, evaluation, and assessment data by faculty and students.

Instructional procedures should make frequent use of and reference to research, evaluation, and assessment findings.

Any continuing and/or in-service education offerings must meet all of the criteria described in these standards.

Specific Program Emphases

Student Development Emphasis

This emphasis must contain coursework in the following areas:

1. Human Development Theory and Practice

Includes studies of theories of human development from age 17 through adulthood and models and principles for translating theory into practice. Offerings such as socio-cultural foundations, psychosocial, cognitive, person-environment, humanistic, and behavioral theories should be emphasized, along with experience with instruments for individual, group, and environmental assessment. Designing student development programs in various student affairs areas and supervised practice in student development also should be emphasized. Offerings in areas such as developmental psychology may supplement program courses.

2. Organization Behavior and Development

Includes study in areas such as organizational behavior, leadership, formal organizational theory, naturalistic research methods, organizational diagnosis, data-based feedback, process consultation, organizational design, the planning and management of organizational change, decision making, and conflict resolution.

Includes study of theory and practice of consulting relationships and group interventions. Supervised practice should be provided in organization change and development. Offerings from areas such as higher education administration, business administration, and industrial psychology may supplement program courses.

3. American College Student and College Environment

Includes study of attitudes and characteristics of students and their various cultures. Areas such as needs analysis, environmental assessment techniques, studies of the impact of college environments on students, and studies of problems such as attrition-retention should be included.

4. The Helping Relationship and Career Development

Includes study in areas such as counseling theory and research, development of self-awareness and counseling skills, theories of career development, changing roles and life patterns for men and women, career exploration techniques, and supervised experience in career programs or counseling. Such areas as counseling psychology, clinical psychology, or counselor education may be used to supplement program offerings.

5. Higher Education and Student Affairs Functions

Includes study in areas such as history, philosophy, legal aspects, professional standards, research, professional ethics, structures, problems and issues in higher education, and problems and issues in student affairs functions. Supervised practica in student affairs offices should be included.

6. Research and Evaluation

Includes study in areas such as research design, beginning statistics, computer literacy, proposal writing, and evaluation models and methodologies.

7. Specialized coursework

Programs for students in all three program emphases should include specialized course experiences appropriate to practice in different settings.

Administration Emphasis

This emphasis requires coursework in the following areas:

1. Administration

Includes study in areas such as unionization and collective bargaining, budgeting and finance, governance and policy making, human resource development, and management information systems. Offerings in areas such as business administration, human resource management, or public administration may supplement program courses.

2. Performance Appraisal and Supervision

Includes study in areas such as management by objectives, job analyses and enrichment, performance appraisal, and supervision of professional and support staff. Offerings in areas such as business administration or industrial psychology may supplement program courses.

3. Administrative Uses of Computers

Includes study in areas such as programming, computer literacy, and uses of computers for forecasting, budgeting, planning, communications, policy analysis, and resource allocation. Offerings in computer science and business administration may supplement program courses.

4. Organizational Behavior and Development

(See Student Development Emphasis 2. for Details.)

5. Human Development Theory and Practice

(See Student Development Emphasis 1. for Details.)

6. Higher Education and Student Affairs Functions

(See Student Development Emphasis 5. for Details.)

7. Research and Evaluation

(See Student Development Emphasis 6. for Details.)

8. Specialized coursework

Programs should include specialized course experiences appropriate to practice in different settings.

Counseling Emphasis

This emphasis requires coursework in the following areas:

1. The Helping Relationship

Includes study in areas such as philosophical foundations of the helping relationship, counseling theory, counseling with culturally diverse populations, human relations and other skill-building laboratories, and supervised practice. An emphasis upon development of counselor and client self-awareness and self-understanding is especially important.

2. Group Counseling

Includes study in areas such as group theory and dynamics as applied in group counseling, descriptions of other group practices, methods, and procedures, and group leader facilitation skills. Supervised practice in group counseling and structured group leadership should be included, while practice in other types of group work may be provided.

3. Life Style and Career Development

Includes study in areas such as theories of vocational choice and career development, relationships between career choice and life style, sources of occupational and educational information, approaches to career decision-making, and career development exploration techniques.

4. Appraisal of the Individual

Includes study in areas such as frameworks for understanding the individual, including methods of data gathering and interpretation, individual and group testing, use of case studies, and the study of individual differences. Ethnicity, sex, cultural, learning style, personal development, and physically disabling variables should be considered.

5. Human Development Theory and Practice

(See Student Development Emphasis 1. for Details.)

6. Higher Education and Student Affairs Functions

(See Student Development Emphasis 5. for Details.)

7. Research and Evaluation

(See Student Development Emphasis 6. for Details.)

8. Specialized coursework

Programs should include specialized course experiences appropriate to practice in different settings.

Supervised Experiences

The following supervised experiences, including course assignments, laboratory, practicum, and/or internship dimensions, must be provided.

1. Counseling Prepracticum Laboratory Experiences: Counseling and career prepracticum laboratory experiences, providing both observation and participation in specific skill building activities, must be offered in both the Counseling and Student Development emphases.

Laboratory experiences may include: role playing, listening to audio tapes, viewing videotape playbacks, testing and interpretation of their results, organizing and using personnel records, interviews with field practitioners, preparing and examining case studies, and using career information materials and computers.

2. Counseling Practica: Supervised counseling practica are provided, and at least one counseling practicum with at least 15 hours of client contact per semester (or its equivalent for other calendars) is required for students in programs with either a counseling or student development emphasis.

Such practica provide direct counseling experience with students and others seeking counseling help. The supervisor's role should be clearly identified with sufficient time for supervision allocated. The recommended weekly minimum of faculty counseling supervision is one hour per week per student. Supervisory responsibilities should include critiquing of counseling sessions, either observed or recorded on audio or videotape.

3. Student Affairs Practica and Internships: Supervised student affairs practica and/or internships must be available in various offices, and at least two such field experiences are required of all students in all three program emphases.

These two field experiences may be fulfilled through practica, internships, or a combination.

A student affairs practicum should consist of from 80 to 120 hours of work completed for academic credit in a student affairs office.

An internship in student affairs is an in-depth experience in a student affairs office of at least 200 hours of work per quarter (or the equivalent on a semester system). Graduate assistantships may be used to meet this requirement when they are designed to function as a professional learning experience. If possible a student in an internship should be paid and the placement selected in terms of the student's career goals.

Both student affairs practica and internships should provide students with experience in and understanding of various student affairs offices. A field supervisor should be provided by the host office and be approved for this role by the faculty. This field supervisor's role should be clearly identified and at least one hour per week should be made available for critiquing the student's performance and processing the student's experience. Faculty supervision or review is also recommended to complement field supervision.

4. Supervised field experience in organization development must be provided and at least one such experience is required for students in both the student development and the administration emphases.

This experience may be an assignment within a class on the topic of organization behavior and development and/or separate applied field experience or practicum classes.

These experiences should provide practice in negotiating a consultant relationship with a client group, diagnosing needs, formulating goals and objectives, designing an intervention, and facilitating and evaluating the intervention. The faculty or field supervisor should be identified and the supervisor's role clearly defined. The minimum supervision should consist of critiquing each element of the project before and after it is initiated.

5. Supervised field experience in human development must be provided and at least one such experience is required for students in the student development emphasis.

This experience may be an assignment within a class on development and/or a separate applied field experience or practicum.

This experience should provide students with practice in negotiating a relationship with either an individual or a group client,

assessing developmental levels, formulating goals and objectives, designing an intervention, and then facilitating and evaluating the intervention.

At least one practical experience with a project designed to facilitate human development is also recommended for programs with counseling or administration emphasis. The faculty or field supervisor should be identified and the supervisor's role should be clearly defined. The minimum supervision should consist of critiquing each phase of the project both before and after it is initiated.

Faculty and field supervisors must be qualified and have adequate time allocated to supervise class assignment, laboratory, practica, and internship experiences.

Faculty responsible for supervision should have earned doctoral degrees and be competent in the type of experience being offered. Field supervisors should have at least an earned master's degree or equivalent work experience and be competent in the type of work supervised. Doctoral students may serve as supervisors of class, laboratory, internship, or practicum experiences if they are themselves supervised by qualified faculty. All supervised practicum and internship experiences are tutorial forms of instruction. An important guideline for determining teaching load or field supervision load is that direct field supervision or direct counseling practicum supervision by faculty and/or staff involve no more than six students per course section or per field supervisor in an office during any term.

The program faculty must develop outreach efforts to the professional field of practice.

Local student affairs offices should be encouraged to use program faculty in planning and conducting in-service education and in designing program delivery models. Faculty should have teaching loads that recognize in-service and outreach efforts. The faculty should involve advanced level graduate students in outreach programs when and where appropriate.

Academic and Student Support Services and Resources

Information on the program, faculty members, student attrition, and placement of graduates must be readily available to prospective and current students.

Students selected for admission to the program must meet the institution's general criteria for admission to graduate study.

Students admitted to the program should have ample intellectual capacity, strong interpersonal skills, serious interest in the program, strong interest in a career in student services/development, ability to serve a wide range of students with varying developmental levels and backgrounds, and the capacity to be open to self-assessment and growth.

Faculty members must make admissions decisions based upon established written and disseminated criteria.

Faculty should select students who represent a variety of racial, ethnic, and handicapped groups within society.

Counseling services for students must be available and provided by qualified persons other than the faculty of the program.

Faculty members must provide quality academic advising.

Quality academic advising should include but is not limited to the following: knowledge of policies and procedures, awareness of course content and sequences, knowledge of requirements, scheduled office hours, ability to facilitate career exploration and self assessment, ability to facilitate the development of responsible behavior in interactions and decision making, and ability to interpret Graduate Record Examination and other relevant tests.

Placement

The institution must provide professional job placement assistance, either by an institutional placement service or the faculty.

Such assistance should include preparation of placement credentials, development of employment interview skills, identification of appropriate job search networks, and the selection and securing of suitable positions. Any involved faculty should collaborate with campus placement services to develop an active placement program including job listings, credential services, notification of position openings to program offices, and registration of candidates. Ideally, the placement services should be available to graduates of the program throughout their professional careers.

Program Recognition

Any program for the preparation of student affairs professionals must be duly approved and recognized by the institution as a part of the graduate degree offerings.

Human Relations

The institution must provide adequate faculty and support staff for all aspects of the student affairs preparation program.

The institution must provide opportunity and resources for the continuing professional development of program faculty members.

The institution should provide a program leader or director who is qualified by preparation and experience to manage the program and to supervise research, curriculum development, and field placements. There should be at least two full-time faculty members whose primary responsibilities are directed to the student affairs preparation program. Generally, faculty should be available according to a 1:16 faculty-student ratio on a full-time equivalent basis. Graduate assistantships in student affairs offices should be available to help carry out the complex field and classroom aspects of the program. Faculty teaching loads should be modified in response to required advising, research, and teaching responsibilities in accordance with established policy at

the institution. The assigned work load should formally acknowledge research, training, and all types of instruction in the program.

Secretarial, clerical, and other support staff must be provided.

Generally, a minimum of one full-time secretary or equivalent should be provided for the clerical work of the program. The responsibilities of secretarial, clerical, and other support staff should be clearly defined and adequate supervision provided. Adequate technical assistance for equipment should be provided as well.

Facilities and Other Resources

The institution must provide facilities accessible to all students and a budget that ensures continuous operation of all aspects of the program.

Generally, a program office should be designated and be located within reasonable proximity to faculty offices, classrooms, and laboratory facilities. Adequate space should also be provided for the support staff, appropriate work space, equipment, supplies, and graduate assistants. Access should be provided to facilities for counseling and student development activities that are private, adequate in size, and properly equipped. Special facilities and equipment may include audio and video recording devices, one-way observation facilities, small group rooms, and access to data processing. Adequate classroom, seminar, and laboratory facilities to meet program needs should also be available.

Suggested Resources for Program Emphases

Counseling

- Career, occupation, and educational information materials
- Standardized tests and information on interpretation of data
- Resource materials for simulations, structured group experiences, and similar materials for human relations training

Student Development

- Informational materials on human and organizational developmental theory, research, and practice
- Career, occupational, and educational informational material
- Instruments and assessment tools that measure development and leadership from the various theoretical points of view, along with scoring and interpretive materials
- Resource materials for simulations, structured group experiences, and other data-based interventions for human and organization development

Administration

- Instruments and assessment tools on topics such as leadership, organizational design, management style, conflict management, time management, and scoring and interpretation
- Resource materials for structured group experiences and simulations on organizational and administrative behaviors

Library resources must be provided for the program including current and historical books, periodicals, and other media for the teaching and research aspects of the program. The library resources must be carefully selected, reviewed periodically by the program faculty, and accessible to students.

The resources should be available days and evenings including weekends, and should include adequate interlibrary, ERIC, computerized search, and photocopy services.

Research support must be adequate for both program faculty and students.

Data collection and storage services, equipment, and consultation services for statistics and research design should be readily available.

Ethics

Faculty members must demonstrate ethical behavior and inform students of the ethical responsibilities and standards of the profession.

Faculty members must make reasonable efforts to inform students of program expectations, employment prospects, and employment records of recent graduates prior to admission and throughout the preparation program.

Faculty members must maintain the highest standards of academic integrity in: conducting research; writing articles, monographs, books, and reports; giving speeches and lectures; and conducting workshops.

Faculty members must evaluate student performance on the basis of criteria communicated to students in advance of the evaluation.

Through continual evaluation and appraisal, faculty are expected to be aware of problematic student behaviors and to inform the students of such. Faculty also are expected, in case of significant problematic behaviors, to communicate to the student the areas identified as being problematic and the remediation or development required to avoid being terminated from the preparation program. If termination is enforced, faculty are expected to explain to the student the grounds for the decision and also to state what they are willing and able to do to help the student seek alternatives.

Faculty members must not discriminate on any basis prohibited by relevant law or institutional policy.

Faculty members must not engage in sexual harassment. Sexual harassment is defined to include sexual advances, requests for sexual favors, as well as other verbal or physical conduct of a sexual nature if "(1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, (2) . . . is used as the basis for employment decisions . . . , (3) . . . has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment." 29 Code of Federal Regulations, C.F.R. Section 1604.11 (a)

Faculty members must be skilled as teachers and be knowledgeable about the state of theory, research, and practice in the areas appropriate to their teaching or supervision assignments.

Faculty members should present various theoretical positions and encourage students to make comparisons and develop personally meaningful theoretical positions.

Faculty members are expected to ensure that educational experiences focusing on self-understanding and personal growth are voluntary, or if such experiences are required as part of the program they must make reasonable effort for prospective students to have this knowledge prior to admission to the program.

Employment Recommendations

Faculty members must respond to requests for employment-related recommendations by students.

Faculty members should base endorsements on their personal knowledge and address only the particular knowledge, competencies, skills, and personal characteristics that the student possesses.

Candidates being endorsed should have completed the majority of their graduate work, including practica, at the endorsing institution.

Each candidate should be informed of procedures of endorsement at the institution and for obtaining certification and licensure, if such exist and are applicable.

Evaluation

Planned procedures for a continuing evaluation of the program must be established and implemented.

The program should be evaluated in terms of the knowledge and competencies learned by graduates, their contributions to the field, and the quality of the faculty's teaching, advising, and research.

Evaluation of the effectiveness of preparation should reflect evidence obtained from: (a) former students; (b) supervisors from institutions and agencies employing graduates of the program; (c) personnel in state, regional, and national accrediting agencies during formal reviews; and (d) clientele served by graduates.

Policies and procedures relating to recruitment, selection, retention, and placement should be continually studied.

The timing and regularity of evaluations should be determined in accordance with institutional policy. Generally, the length of time between evaluations by the program faculty should not exceed five years.

Appendix

Non-CAS Standards

CAS recognizes that there are several sets of standards or statements prepared by professional associations that are relevant and pertinent to student services/development programs. CAS has reviewed the following documents and recommends them for consideration as institutions study and evaluate such programs.

1. **College Health Programs**

   Recommended Standards and Practices for a College Health Program

   American College Health Association
   15879 Crabbs Way
   Rockville, MD 20855
   301/963-1100

2. **International Educational Exchange Programs**

   Principles for International Educational Exchange

   National Association for Foreign Student Affairs
   1860 Nineteenth Street
   Washington, DC 20009
   202/462-4811

3. **Admissions Practices**

   CAS is currently reviewing standards and guidelines for admissions programs. It is anticipated that a draft document will be available from the CAS secretary in summer 1986.

4. **Food Service Programs**

   National Association of College and University Food Services
   7 Olds Hall
   Michigan State University
   East Lansing, MI 48824

   Note: CAS does not necessarily endorse the prescriptive language that describes some items (pertains only to the NACUFS food services document).

5. **Self-Regulation Initiatives of the American Council on Education**

   American Council on Education Self-Regulation Initiatives: Guidelines for Colleges and Universities
   - "Academic Integrity and Athletic Ability"
   - "Collegiate Athletics Policy Statement"
   - "Joint Statement on Principles of Good Practice in College Admissions and Recruitment"
   - "Joint Statement on Standards of Satisfactory Academic Progress to Maintain Financial Aid Eligibility"
   - "Joint Statement on Transfer and Award of Academic Credit"
   - "Policy Guidelines for Refund of Student Charges"
   - "Statement on Educational Diversity, Equality, and Quality"

   American Council on Education
   One Dupont Circle
   Washington, DC 20036

6. **Intercollegiate Athletics Programs**

   See ACE documents listed above. Without qualitative review by CAS, interested persons are directed to the:

   National Collegiate Athletics Association
   Nall Avenue at 63rd Street
   Mission, KS 66201

7. **Child Care**

   CAS anticipates the development of standards and guidelines for child care services during 1986. In the interim, CAS directs interested persons to the publication:

   Campus Child Care: A Challenge for the 80's

   Project on the Status and Education of Women
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